



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

December 1, 2016 – 12:00 noon

Emily Griffith Technical College – 14th Floor

1860 Lincoln St, Denver, CO 80203

CALL-IN NUMBER: 1-877-820-7831

PARTICIPANT CODE: 128479#

1560 Broadway, Suite 1600 • Denver, Colorado 80202 • (303) 862.3001

DIANE DUFFY, INTERIM EXECUTIVE DIRECTOR



Colorado Commission on Higher Education

December 1, 2016 – 12:00 noon

Emily Griffith Technical College
1860 Lincoln St, Denver, CO 80203

12:00-1:00pm **WORKING LUNCH** – 14th Floor Dining Room

I. Presentation by the Area Technical Colleges (30 minutes)

- Jeff Barratt, Executive Director, Emily Griffith Technical College
- John Jones, Director, Delta-Montrose Technical College
- Teina McConnell, Director, Pickens Technical College

BUSINESS MEETING

1:00-1:30pm **II. Opening Business (30 minutes)**

- A. Attendance
- B. Welcome by Jeff Barratt, Executive Director, Emily Griffith Technical College
- C. Approval of the Minutes for the October 24, 2016 Commission Meeting
- D. Approval of the Minutes for the November 2, 2016 Commission Conference Call Meeting
- E. Reports
 - i. Chair
 - ii. Vice Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisor Reports
- F. Executive Director Report
- G. Public Comment

1:30 – 1:35pm **III. Consent Items (5 minutes)**

- A. Recommend Approval of CCHE Policy I, E: Statewide Remedial Education Policy Revisions– *Dr. Ian Macgillivray*
- B. Recommend Approval of Reauthorization of Educator Preparation Programs at Argosy University – *Dr. Robert Mitchell*
- C. Recommend Approval of Reauthorization of Educator Preparation Programs at Colorado State University – Pueblo – *Dr. Robert Mitchell*
- D. Recommend Approval of Masters of Science Degrees in Dietetics and Dietetics with Internship at University of Northern Colorado – *Dr. Ian Macgillivray*
- E. Recommend Approval of Masters of Science Degree in Organizational



- Leadership at University of Colorado Boulder – *Dr. Ian Macgillivray*
F. Two-Year Cash Funded Capital Program List – *Cat Olukotun*
G. Five-Year State Funded Capital Program List - *Cat Olukotun*

- 1:35 – 3:35pm **IV. Revisiting the CCHE Master Plan (120 minutes)** - *Kachina Weaver, Chief Policy Officer; Diane Duffy, Chief Operating Officer; Dr. Beth Bean, Chief Research Officer; Inta Morris, Chief Advocacy & Outreach Officer; Todd Haggerty, Acting Chief Financial Officer; Dr. Tim Flanagan, Chief Student Success & Academic Affairs Officer*
- 3:35 – 3:45pm **BREAK (10 minutes)**
- 3:45 – 4:25pm **V. Presentations (40 minutes)**
A. 2016 Educator Preparation Report – *Dr. Robert Mitchell and Victoria Thompson, Executive Director of Human Resources-Poudre R-1*
B. CCHE Overview Presentation – *Megan McDermott and Lindsay Sandoval*
- 4:25 – 4:55pm **VI. Action Items (30 Minutes)**
A. Application for State-Funded Financial Aid – Lincoln College of Technology – *Andrew Rauch*
B. Application for State-Funded Financial Aid – The Everest Colleges – *Andrew Rauch*
- VII. Written Reports**
A. The Fiscal Year 2015-16 Financial Aid Report – *Andrew Rauch*

**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Aims Community College
October 24, 2016**

I. OPENING BUSINESS

Chairman Monte Moses called the meeting to order at 1:10pm

A. Attendance

Chairman Moses, Vice Chairman Luis Colon, Commissioners John Anderson, Maia Babbs, Mary Beth Buescher, Renny Fagan, Cassie Gannett, Vanecia Kerr, and Tom McGimpsey attended the meeting.

Also in attendance were CCHE Advisory Committee members Wayne Artis, Mark Cavanaugh, Barbara Morris, Melissa Wagner and new student advisor, Audy Leggere-Hickey. Lynn Johnson attended in CFO advisor Steve Kreidler's stead.

B. Minutes

Commissioner McGimpsey moved to approve the minutes of the September 1, 2016 CCHE meeting. The motion was seconded by Commissioner Buescher and passed unanimously.

C. Welcome and Presentation

Dr. Leah Bornstein, President of Aims Community College, welcomed the Commissioners to the campus.

Dr. Bornstein, joined by two of the Aims Community College Board of Trustees – Carol Ruckel and Lyle Achziger, offered a presentation about the institution to CCHE.

The highlights included:

- Four locations and an online campus
- Receives most of its money from local taxes
- College is debt free and has the lowest tuition in the state
- High percentage of students receiving financial aid; many concurrent students attend Aims and there is a large amount of institutional aid for students
- Aims has \$5.5 million worth of impact on community

Dr. Bornstein presented a photo of Aims Community College to Chairman Moses and Lt. Governor Donna Lynne.

D. Chair, Vice Chair, Commissioners and Advisor Reports

- Chairman Moses welcomed the new student advisor, Audy Legerre-Hickey to the CCHE Advisory Committee. The Chairman also congratulated Diane Duffy on her appointment as Interim Executive Director. He also mentioned an article in the Washington Post about improving college completion by helping students study both more and better.
- Commissioner Anderson, Chairman of the Student Success & Academic Affairs Standing Committee, updated the Commission on the committee's activities.
- Wayne Artis, Faculty Advisor, reported that the Colorado Faculty Advisory Committee met and discussed ways to establish a closer relationship with CCHE implementing revised gtPathways requirements

E. Executive Director Report

Lt. Governor Donna Lynne congratulated Diane Duffy on her appointment to Interim Executive Director for the Department. She explained the budget process the Governor's office has had over the last two months and stated that there would be proposed increases to the higher education budget for state institutions for FY2017-18.

The Lt. Governor also told the Commission that the Governor would be holding Town Hall meetings throughout the state and that they would be held on college campuses. The first one was held at CSU-Ft. Collins on October 21st.

Diane Duffy updated the Commission on Department activity and introduced Megan McDermott, Communications Director. Megan and Lindsay Sandoval, Communications Specialist, are in the process of updating a PowerPoint presentation for the Commissioners to use when speaking at public events. Ms. Duffy also talked about the closures of private for profit schools, such as ITT and what the Department is doing to manage that.

Mr. Duffy also called attention to the Colorado Opportunity Scholarship Initiative, which has awarded three collective impact grants.

F. Public Comment

Mr. George Walker of Denver addressed the election and the idea of free tuition for college and making college debt free, which he agrees with. Mr. Walker sees the lack of state funding for our institutions as an act of discrimination against our underserved students.

II. Consent Items

A. Recommend Approval of the 2017 Commission Meeting Schedule –

Suzanne Stark

B. Suggested Amendments to CCHE Policy to Incorporate Statutory Name

Changes for Area Technical Colleges and Local District Colleges – *Kachina Weaver*

C. Recommend Re-approval of Fort Lewis College Facility Master Plan

Validation – Cat Olukotun

D. Recommendation for Approval of Degree Authorization Act Policy

Amendments – Heather DeLange

E. Recommend Authorization to Offer Supplemental Academic Instruction at Colorado Mesa University – Dr. Ian Macgillivray

F. Recommend Approval of Computer Engineering Degrees at Colorado State University - Dr. Ian Macgillivray

Commissioner Fagan moved to approve consent items A through F. The motion was seconded by Commissioner McGimpsey and unanimously passed.

III. Presentation

A. FY2016-17 Budget Outlook – Erick Scheminske, Deputy Director of the Governor’s Office of State Planning and Budget, provided an overview of the state budget outlook for the current and coming fiscal years. Mr. Scheminske noted that although most economic statistics for the Colorado and national economies reflect positive news, there has been a marked slowdown in overall state General Fund tax revenue growth and recent forecasts reflect dampened expectations about the future. Many factors contributed to these events, including the loss of spillover spending from oil and gas development, but also weak farm income and lower income from investments generally. He went on to add that the economic conditions are just part of the equation in a tough budget outlook for FY 2017-18, with the other factor being the Tax Payer Bill of Rights (TABOR) revenue cap. Thus, because there is a gap between these spending pressures and available resources and in order to achieve a sustainable and responsible request, the Governor is likely to recommend several balancing actions. However Mr. Scheminske added that even with the tight budget environment, higher education was in line to receive a budget increase between \$15 million and \$20 million. He then went on to answer several questions on TABOR, the Hospital Provider Fee, and capital construction.

IV. Discussion Item

A. CCHE Policy I, E: Statewide Remedial Education Policy Revisions – Dr. Ian Macgillivray presented this discussion item highlighting revisions made to the Commission’s Policy I, E: Statewide Remedial Education Policy. This revision is intended to be a “quick fix” to update the policy with new placement exams and cut scores. The institutions need the approved cut scores to know when a student likely requires remedial education or Supplemental Academic Instruction versus not. All the revisions are non-substantive fixes that clarify but do not change the meaning of the policy. In the item is a table with the new assessments and college-ready cut scores the institutions will start using immediately. Math pathways guidance has been added that can be used for advising students to prepare for and enroll in the appropriate mathematics course for their intended major.

Commissioner McGimpsey asked about question marks and missing cut scores for some new assessments. Dr. Macgillivray replied he is currently getting those from testing companies and they will be in the final version presented on December 1 for approval.

Advisor Artis asked about including readiness cut scores for the various math pathways. Dr. Macgillivray explained that because those scores can change, rather than struggle to keep a CCHE policy up to date with many cut scores it made more sense to include the math pathways advising information that appears after Table 1.

Chairman Moses asked, as regards graduate programs, is the math content of the Graduate Record Examination (GRE) aligned with math pathways. Dr. Macgillivray will research that and include that information in the December 1, 2016 action item.

V. Action Item

A. FY 2018-19 State Budget Package – *Todd Haggerty, Acting Chief Finance Officer; Tonya Covarrubias, Lead Finance Analyst; Andrew Rauch, Lead Finance Analyst; and, Catherine Olukotun, Lead Finance Analyst.*

- **New and Continuing State-Funded Capital Projects and Priority List, Fiscal Year 2017-18** – Cat Olukotun, Lead Finance Analyst, presented this item and explained that there are thirty-two (32) new state funded capital construction requests for FY 2017-18. Of these thirty-two (32) projects, twenty-six (26) are capital construction and six (6) are Information Technology (IT) projects. Eight (8) projects require program plan approval, and six (6) projects are seeking a program plan waiver for being under the \$2 million threshold for a program plan.

On October 7th, the Fiscal Affairs and Audit Standing Committee recommended to the CCHE a prioritized list of capital requests asking for \$353,347,029 in state funds with a total institutional cash contribution of \$115,988,005. The Commission is allowed to submit a single prioritized list to the Office of State Planning and Budget, the Capital Development Committee, and the Joint Budget Committee.

Commissioner Babbs inquired about the National Western Center certificates of participation. Ms. Olukotun explained that the FY 2017-18 prioritized list includes three (3) projects from CSU-FC that are part of the National Western Center. House Bill 15-1344 allows lease-purchase agreements (COPs) for CSU's National Western Center facilities and affiliated facilities on the CSU Fort Collins campus after July 1, 2019. A COP is a financing mechanism where the government enters into an agreement to make regular lease payments for the use of an asset over some period, after which the title for the asset transfers to the government.

There are a total of six (6) CSU projects that have been identified for the National Western Center and Affiliated Programs/Facilities. The six programs are split between three on-campus programs affiliated with the National Western Center and three projects which are at the National Western Center. The three projects which are on the CSU campus and affiliated with the National Western Center are requested as FY 2017-18

projects in the capital request provided to CCHE. Per CCHE criteria, COPs are prioritized at the top of the list annually.

Ms. Olukotun recommended four actions for the Commission to consider for approval: (1) requests for a waiver from program planning requirements; (2) eight new or revised program plans; (3) the FY2017-18 capital priority list; and, (4) the complete list reflecting number and costs for all higher education capital projects to the Governor's Office and the General Assembly.

Commissioner Babbs moved to approve the four actions request. Commissioner Fagan seconded the motion and the item passed unanimously.

- **Approve Improvements to the Higher Education Funding Allocation Model** – Todd Haggerty, Acting Chief Financial Officer, and Tonya Covarrubias, Lead Finance Analyst, presented this item. Mr. Haggerty remarked that state General Fund investment in higher education is allocated to public institutions based on the number of students enrolled (College Opportunity Fund stipend); the costs associated with serving those students (Role & Mission); and, the overall successes with student retention and completion (Outcomes). He went onto note that the implementation of HB 14-1319 has been a significant undertaking. While areas of adjustment and refinement have been identified, it is vital to understand that consistent investment and predictability within the formula's components are paramount to the formula's overall success. In the two years that the funding allocation formula has been operational, allocations have increased (FY 2015-16), then were held constant (FY 2016-17). He added that while General Fund investment is the single most important factor in the success of the policy goals set forth in the legislation, time is also crucial. The legislative intent of HB 14-1319 recognizes this by calling for a funding allocation formula that is both "consistent and predicable." Mr. Haggerty, walking through three scenarios– 5% increase, flat funding, 5% decrease— noted that no governing board falls outside of the "guardrails" (more than 5% above or below the total change in funding to the governing boards) and that changes in COF enrollment is the most significant factor affecting governing board allocations.

Commissioner Colon asked about how the governing boards felt about the model and Mr. Haggerty responded that the CFOs of the governing boards were unanimous in not making changes to the model and to focus on increasing funding. Mr. Haggerty asked Lynn Johnson, who was standing in for the Commission's CFO Advisor, to speak on this issue and she reiterated Mr. Haggerty's sentiments.

Mr. Haggerty recommended that the Commission approve of the weights and metrics included in the Staff recommended model for FY 2017-18.

Commissioner Anderson moved to approve the item. Commissioner Buescher seconded the motion and the item passed unanimously.

- VI. Revisiting the CCHE Master Plan** - Kachina Weaver, Chief Policy Officer; Diane Duffy, Chief Operating Officer; Dr. Beth Bean, Chief Research Officer; Inta Morris, Chief Advocacy & Outreach Officer; Todd Haggerty, Acting Chief Financial Officer; Dr. Tim Flanagan, Chief Student Success & Academic Affairs Officer contributed to this item.

Kachina Weaver, Diane Duffy, and Beth Bean shared a with Commissioners how “attainment” is measured; what the components of that measurement are; how Colorado’s attainment levels have increased; and, what is needed to meet the Master Plan attainment goal. In addition, staff discussed the Lumina Foundation’s vision for higher education moving forward, in order to meet national attainment goals and needs.

Commissioners had a robust discussion around this information, and delved deeper into the content with staff, which resulted in the following requests/questions: (1) for further refinement of the data used to calculate attainment, and project the future needs; (2) how, without significant additional state investment in higher education, can we ask our public institutions to produce more; and, (3) how to ensure collaboration with K-12 is contemplated moving forward.

Staff then shared the draft outline of the process around renewing the performance contracts, as well as next steps in the overall Master Plan project.

There being no further business, the meeting was adjourned at 4:50pm

**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Conference Call Meeting
November 2, 2016**

I. OPENING BUSINESS

Chairman Monte Moses called the meeting to order at 3:00pm.

A. Attendance

Chairman Moses, Vice Chairman Luis Colon, Commissioners Maia Babbs, Mary Beth Buescher, Renny Fagan, Cassie Gannett, Jeanette Garcia, Vanecia Kerr, and Paula Sandoval attended the meeting via conference call.

B. Action Item

Approval of Fiscal Year 2016-17 General Fund Budget Request; General Fund Allocations and Tuition Recommendation – Todd Haggerty, Acting Chief Financial Officer and Tonya Covarrubias presented this item for the Commission’s approval of the annual General Fund request, funding allocations to governing boards, and establish tuition recommendations for FY 2017-18.

Mr. Haggerty explained that on November 1, 2016, the Governor submitted his FY2017-18 budget request to the Colorado General Assembly. For public institutions of higher education, the Governor has requested an increase of \$20.5 million General Fund to pay for the General Fund share of minimum cost increases to the cost of college and to maintain moderate tuition increases in FY 2017-18. This request is comprised of three key components: (1) \$16.0 million General Fund for the General Fund portion of inflationary increases on Education & General expenses (\$14.7 million) and employee health benefit increases (\$1.4 million); (2) \$631,397 General Fund for the statutorily required increase for Local District Colleges and public area technical schools, and (3) \$3.8 million General Fund for the financial aid calibration.

Ms. Covarrubias went on to explain that the governing boards' distribution of the requested \$16.0 million General Fund runs through the Higher Education Funding Allocation Formula. Money that runs through the formula is distributed through one of three buckets: (1) College Opportunity Fund stipend, C.R.S. 23-18-303; (2) Fee-for-Service contracts (FFS) – comprised of Role & Mission and Performance Funding; and (3) Specialty Education Program Fee-for-Service contracts (SEP FFS). She further reminded the Commission that they took action on the weights and metrics in the allocation formula during their October 24, 2016 meeting.

Mr. Haggerty and Ms. Covarrubias then added that the Governor's request includes an additional \$116.4 million in Cash Fund spending authority to reflect public institutions' tuition revenue for FY 2017-18. This increase is necessary to keep up with base costs and strategic initiatives with a moderate General Fund increase. An increase of \$116.4 million Cash Fund spending authority for tuition revenue will allow institutions to stay financially viable and cover inflationary and healthcare benefit cost increase. In line with the Governor's Operating Request, the Department anticipates an average rate increase for resident undergraduate students of 6% for FY 2017-18. A 2.2 percent inflationary increase and funding for health care increases drive a need for \$74.1 million in total institutional base costs.

Mr. Haggerty recommended that the Commission approve the budget request, governing board allocations and corresponding tuition policy for FY 2017-18.

Commissioner Gannett moved to approve the item. Commissioner Garcia seconded the motion and the item passed unanimously.

There being no further business, the conference call ended at 3:30pm





TOPIC: CCHE POLICY I, E: STATEWIDE REMEDIAL EDUCATION POLICY
- REVISIONS

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item is to approve the revisions made to the Commission's Policy I, E: Statewide Remedial Education Policy. The two changes to this agenda item since it was discussed at the Commission's October 24, 2016 meeting are (1) Table 1 cut scores were finalized and (2) information is provided on the GRE's alignment with math pathways in Section III - Staff Analysis.

II. BACKGROUND

Pursuant to C.R.S. 23-1-113.3, the Commission shall adopt and the governing boards shall implement standards and procedures whereby state institutions of higher education may offer remedial education courses.

State-supported institutions of higher education with a two-year statutory role and mission may offer and receive state general funds for remedial courses. Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for remedial courses. However, these institutions may offer remedial courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. The Community College of Denver is the only institution on the Auraria campus authorized to deliver remedial courses – for state support or for cash. These institutions may also offer Supplemental Academic Instruction (if authorized by the Commission).

Students are flagged as needing remedial education in the Student Unit Record Database System (SURDS) if they do not meet or exceed the cut scores for English and quantitative reasoning mathematics. The Department uses the data on remedial students, submitted to SURDS by the institutions, to write the annual *Legislative Report on Remedial Education*. The addition of new placement exams and cut scores necessitate this revision.

The Department convened a task force of two- and four-year institutional representatives to recommend these revisions. Stakeholder groups, including Academic, General Education, Registrar and Admissions Councils have reviewed the appended draft and support it.

III. STAFF ANALYSIS

At the Commission's October 24, 2016 meeting, during discussion of this item, a question was raised about graduate school and the Graduate Record Examination's (GRE) alignment with math pathway. The GRE is a product of the Educational Testing Service (ETS) and is used by many graduate programs as an entrance examination. ETS's website explains:

The Quantitative Reasoning section measures your ability to:

- understand, interpret and analyze quantitative information
- solve problems using mathematical models
- ability to reason quantitatively and to model and solve problems with quantitative methods

The skills, concepts and abilities are assessed in the four content areas below:

- Arithmetic (e.g., integers, divisibility, factorization, arithmetic operations, and concepts such as estimation, percent, ratio, rate, absolute value, the number line, decimal representation and sequences of numbers).
- Algebra (e.g., factoring and simplifying algebraic expressions; relations, functions, equations and inequalities; solving linear and quadratic equations and inequalities, intercepts and slopes of lines).
- Geometry (e.g., topics include parallel and perpendicular lines, circles, triangles — including isosceles, equilateral and 30° - 60° - 90° triangles — quadrilaterals, area, perimeter, volume, the Pythagorean theorem and angle measurement in degrees).
- Data analysis (e.g., basic descriptive statistics, interpretation of data in tables and graphs, probability and distributions.)

The content in these areas includes high school mathematics and statistics at a level that is generally no higher than a second course in algebra; it does not include trigonometry, calculus or other higher-level mathematics.

Given this review of content on the GRE's Quantitative Reasoning section, staff concludes the GRE is aligned with math pathways in the sense that there is not a focus on algebraic or calculus path skills. Rather, the GRE Quantitative Reasoning section also contains arithmetic and statistics.

This revision is intended to be a “quick fix” to update the policy with new placement exams and cut scores. The institutions need the approved cut scores to know when a student likely requires remedial education or Supplemental Academic Instruction versus not. A substantial revision is planned for 2017. The Department is currently pulling data to ensure students will not be harmed by the proposed changes planned for 2017. A redlined, draft of the revised policy is appended as Appendix A.

There are three types of recommended changes to this revision:

1. Non-substantive fixes that clarify but do not change the meaning, such as with Sections:
 - a. 3.00 Terminology;
 - b. 5.02 Governing Boards shall; and
 - c. 5.03 Institutions shall.
2. The addition of new assessments and college-ready cut scores in Table 1 in Section 8.00; and

3. The addition of math pathways guidance that can be used for advising students to prepare for and enroll in the appropriate mathematics course for their intended major, also in Section 8.00.

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission approve the appended revisions to Policy I, E: Statewide Remedial Education Policy.

V. STATUTORY AUTHORITY

23-1-113.3. Commission directive - basic skills courses

(1) As part of the policy adopted by the commission pursuant to section 23-1-113 (1.5) (a), the commission shall adopt and the governing boards shall implement standards and procedures whereby state institutions of higher education may offer basic skills courses, as defined in section 23-1-113 (11) (b), pursuant to this section.

(2) (a) Adams state university, Colorado Mesa university, Western state Colorado university in Chaffee and Gunnison counties, any local community college, and any community college governed by the state board for community colleges and occupational education may offer basic skills courses, as defined in section 23-1-113 (11) (b), and receive stipend payments from the state on behalf of eligible undergraduate students, as defined in section 23-18-102 (5), enrolled in basic skills courses.

(b) Except as otherwise provided in subsection (5) of this section, any state institution of higher education not specified in paragraph (a) of this subsection (2) is prohibited from offering a basic skills course, unless the course is offered by contract through any of the institutions of higher education specified in paragraph (a) of this subsection (2).

(c) Notwithstanding the provisions of paragraph (b) of this subsection (2), Metropolitan state university of Denver and the university of Colorado at Denver are prohibited from offering basic skills courses either directly or through contract with an institution specified in paragraph (a) of this subsection (2).

(3) The state board for community colleges and occupational education, local community colleges, Adams state university, Colorado Mesa university, and Western state Colorado university shall:

(a) Track all students who are required to take basic skills courses pursuant to section 23-1-113 (1.5) in order to determine whether those students successfully complete requirements for graduation;

(b) Compile data regarding student performance that describes with regard to students who take basic skills courses pursuant to section 23-1-113 (1.5):

- (I) The school districts from which said students graduated;
 - (II) The number of said students graduating from each school district; and
 - (III) The basic skills for which said students require remediation; and
- (c) Report annually to the department the data compiled pursuant to paragraphs (a) and (b) of this subsection (3).
- (4) (a) The department shall transmit annually to the education committees of the senate and the house of representatives, or any successor committees, the joint budget committee, the commission, and the department of education an analysis of the data:
- (I) Regarding students who take basic skills courses pursuant to section 23-1-113 (1.5); and
 - (II) Regarding the costs of providing basic skills courses pursuant to section 23-1-113 (1.5) and whether students who complete said basic skills courses successfully complete the requirements for graduation.
- (b) The department shall disseminate the analysis to each school district and to public high schools within each district.
- (5) Any state institution of higher education not specified in paragraph (a) of subsection (2) of this section offering a basic skills course on a cash-funded basis shall report annually to the department the same data that is required to be compiled and reported pursuant to paragraphs (a) and (b) of subsection (3) of this section.
- (5.5) The institution and the department shall report the information specified in subsections (3) and (4) of this section on an individual student basis, using each student's unique student identifier.
- (6) For purposes of this section, "local community college" shall include Aims community college and Colorado mountain college.

APPENDIX A: Redlined draft Statewide Remedial Education Policy



SECTION I

PART E STATEWIDE REMEDIAL EDUCATION POLICY

1.00 Introduction

Colorado Revised Statute 23-1-113.3 authorizes the Colorado Commission on Higher Education (Commission) to establish criteria to be used by all public higher education institutions in the state in identifying students who need remedial courses in English and mathematics, and to develop standards whereby institutions may offer remedial courses. The Commission is required to review and revise these standards periodically to ensure they are allowing for the greatest student success.

The Commission recognizes that too many students are not prepared for college-level work when they enroll in an institution. Colorado's Master Plan for higher education, *Colorado Competes*, challenges the state's system of higher education to improve the effectiveness of remedial education and to thereby increase student persistence and completion rates.

The policy applies to all state-supported institutions of higher education admitting first-time undergraduate students, including students admitted into extension programs. The governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it by C.R.S. 23-1-113.3.

This policy comprises the following sections:

- 1.00 Introduction
- 2.00 Policy Goals
- 3.00 Terminology
- 4.00 Statutory Authority
- 5.00 Roles and Responsibilities
 - 5.01 Commission
 - 5.02 Governing Boards
 - 5.03 Institution
 - 5.04 Student
- 6.00 Students Exempt from ~~Assessment~~Secondary Evaluation

- 7.00 Process and Procedure
 - 7.01 Funding
 - 7.02 Accountability and Data Reporting
- 8.00 College-Ready Assessment Cut Scores

2.00 Policy Goals

The Colorado Statewide Remedial Education policy is intended to promote clear communication between and among students, K-12 and higher education, and the public. The policy is informed by national best practices and by data on student performance in Colorado. The policy further is intended to promote alignment among education policies in the state, including Colorado Department of Education's high school graduation guidelines, statewide admissions standards, and statewide transfer policy (GT Pathways). Finally, the policy seeks to provide flexibility to institutions and allow multiple pathways to educational success for students.

The Remedial Education Policy is designed:

1. To enable students to be successful in credit-bearing math and English courses.
2. To improve student outcomes in basic education by ensuring that all students have accurate and timely information regarding course, degree and support options.
3. To provide transparency by informing stakeholders, students, K-12 and higher education, and the public about outcomes of remediation.

3.00 Terminology

Assessment Tests: Colorado accepts ~~six~~ the assessment instruments listed in Table 1 for determining if the first-time student is college-ready in English or mathematics based on the relevant college-ready cut scores ~~listed in Table 1~~. Institutions of higher education may choose to use any or all approved primary assessments listed below in Table 1. Institutions must accept ACT or SAT scores that are not more than three years old, at a minimum.

~~—ACT Assessment Test:~~

~~English: ACT Assessment English or ACT Writing (Writing assessment is not required)~~

~~Math: ACT Assessment mathematics~~

~~—SAT Assessment Test:~~

~~English: SAT Verbal or SAT Essay Writing~~

~~Math: SAT Mathematics~~

~~—Accuplacer Assessment Test:~~

~~English: Sentence Skills~~

~~Math: Elementary Algebra~~

~~—Compass Assessment Test:~~

~~English: Writing skills test~~

~~Math: Math placement test~~

~~—Partnership for Assessing Readiness for College and Career (PARCC*)
Assessment~~

~~English language arts/literacy~~

~~Mathematics~~

~~—Smarter Balanced® Assessment~~

~~English language arts/literacy~~

~~Mathematics~~

~~* Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced instruments (SBAC) are currently being deployed and field tested nationally and by the Colorado Department of Education in an effort to implement and assess statewide college and career readiness standards for students. The research and validation studies will be available by 2016-17, at which point Colorado institutions of higher education will begin to utilize the approved college readiness scores.~~

Basic skills courses means courses that are prerequisites to the level of work expected at a postsecondary institution.

First-Time Undergraduates, as applied in this policy, means an undergraduate students enrolling in a higher education institution for the first-time with less than 24 semester credit hours postsecondary experience. Enrollment in personal enrichment or occupational certificate programs is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently enrolled in a higher education institution does not preclude a student from being categorized as first-time.

Three groups of students are included in the definition of first-time undergraduate, unless exempted:

- first-time, degree-seeking undergraduates;
- non-degree seeking undergraduates who change to degree-seeking status; and
- Non-degree seeking first-time undergraduates who have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year.

National assessment test scores include, but are not limited to, ACT test scores

and SAT test scores.
Primary Evaluation means the assessment administered for admission purposes.

Remedial Courses means basic skills courses designed for students who lack the academic competencies necessary to succeed in a college-level curriculum.

Secondary Evaluation means an assessment or other institution-specific secondary-evaluation process used to place a student into courses after admission, when the student's primary assessment is missing or indicates he/she is not college-ready in one or more areas.

Supplemental academic instruction, as interpreted for this policy, means co-requisite instruction in English and mathematics for students with limited academic deficiencies who are placed into college-level coursework that is approved for statewide transfer pursuant to C.R.S. section 23-1-125 (3). "Supplemental academic instruction" does not include prerequisite basic skills courses.

4.00 Statutory Authority

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - definitions (1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer basic skills courses as provided in section 23-1-113.3. The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for basic skills, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction.

5.00 Role and Responsibilities

5.01 **The Commission** shall:

5.01.01 Design and implement statewide policies for remedial education.

5.01.02 Provide the General Assembly information on the number, type and cost of remedial education and supplemental academic instruction provided.

5.01.03 Develop appropriate funding policies that support the institutional roles and missions.

5.01.04 Ensure the reliability and validity of placement or assessment tests.

5.01.05 Ensure that Governing Boards inform each student identified as needing basic skills remedial coursework which state institutions offer such basic skills courses and the approximate cost and relative availability of such courses, including any electronic on-line courses.

5.02 **Governing Boards** shall:

~~5.02.01 Ensure that each first-time undergraduate student enrolled at one of its institutions has been assessed in English and mathematics prior to enrolling in the first semester of the student's college career.~~

5.02.02 Ensure a secondary evaluation process is in place at each institution that will allow students to demonstrate college-level readiness if they have not provided the information in Table 1 or who test below the college-ready cut scores (see Table 1) to be placed into college-level coursework as appropriate.

5.02.03 Ensure that each enrolled first-time undergraduate student identified as needing basic skills remedial coursework is provided with written notification identifying which state institutions offer such basic skills courses, including any electronic on-line courses.

5.02.04 Ensure that each enrolled first-time undergraduate whose has not yet demonstrated college-level readiness ~~assessment score indicates inadequate college preparation~~ in English and/or mathematics has the appropriate advising information regarding the necessity to enroll in remedial skill classes or Supplemental Academic Instruction (SAI) courses during the first semester following a placement test.

5.02.04.01 Students scoring at or above the cut score (see Table 1) are ready for college-level courses. Institutions may not require students to take remedial coursework if they have been deemed college-ready. However, scores may or may not indicate readiness for a program of study.

5.02.04.02 Institutions may place students scoring below the cut score (see Table 1), or who do not have a cut score (as is the case with many adult learners), into college-level courses ~~in some cases~~ with SAI based on the institution's secondary evaluation process and if that institution has an approved SAI program.

5.02.05 Ensure that institutions inform students needing remediation of the responsibility to complete the coursework within the first 30 semester credit hours.

5.02.06 Require institutions to:

- Specify the test administration policy, including dates and location of test administration (e.g., contract with another college).
- Specify its practices for informing students regarding the availability of remedial courses, including any electronic on-line courses.
- Specify the practices for determining how the students who are diagnosed as needing remedial courses have satisfied the remedial requirements.

5.03 **Institutions** shall:

5.03.01 Assess students who wish to place directly into credit-bearing courses (not remedial or with SAI) for college-readiness in English and mathematics if a student has not already been assessed. ~~the institution shall ensure that the state-approved tests are administered as required.~~

5.03.02 Provide a secondary evaluation for students scoring below the cut score (see Table 1). Institutions shall make every effort to do so prior to enrollment.

5.03.03 Inform students identified as needing basic skills remedial coursework that remedial courses must be completed no later than the end of the first year (i.e., within the first 30 semester credit hours after being matriculated as a college student). For students with unmet remedial needs who have completed 30 or more semester credit hours, institutions must require that student meet with an academic advisor on the need to address basic skill deficiencies before registering for additional coursework.

5.03.04 Offer basic skills courses as allowed within statutory role and mission.

5.03.05 Place students in the appropriate level of coursework upon assessment. Students not meeting the specified minimum cut score may be deemed college-ready based on an institutionally-designed secondary evaluation.

5.03.06 Offer co-requisite Supplemental Academic Instruction (SAI), if they

choose to implement SAI and have a Commission-approved policy in place, to students deemed to have limited academic deficiencies.

5.03.07 Submit remedial and Supplemental Academic Instruction data to the Commission.

5.04 **Students shall:**

5.04.01 Take the required assessment and placement tests, if necessary as determined by the institution, prior to the first term of enrollment.

5.04.02 Provide to the institution official assessment scores from assessments that student has taken.

5.04.03 Take the appropriate remedial coursework no later than the end of their first year (or within the first 30 semester credit hours) if identified as needing remediation.

6.00 Students Exempt from Secondary Evaluation

6.01 The following students are exempt from secondary evaluation:

6.01.01 Students who successfully completed* a college-level English and/or college-level mathematics course;

6.01.02 Students who have completed one of the assessments found in Table 1 within the past three years;

6.01.03 Students who successfully completed* necessary remedial course(s), if required, in English and/or mathematics;

** Note: "Successfully completed" refers to a student who earns a grade of "C-" or higher or who has satisfactory completion;*

6.01.04 Students who earned a transfer-oriented associate degree (i.e., A.A. or A.S.), excluding A.G.S. and A.A.S. graduates. Commission Academic Affairs Policy section I part F: Admissions Standards Policy requires transfer students to have completed basic skills courses before being considered for transfer admission;

6.02 International students (students who have a non-U.S. transcript) may be exempt; institutions may choose to determine possible remedial needs based on a secondary evaluation.

6.03 The following students are also exempt from secondary evaluation, unless the

student intends to take college-level English or mathematics courses;

The following students are also exempt from secondary evaluation, unless the student intends to take college-level English or mathematics courses:

6.03.01 Pursuing a career and technical certificate;

Note: Some institutions' assessment requirements may be more stringent than that set by the Commission (e.g., requiring assessment of certificate-seekers).

6.03.02 Concurrently-enrolled in high school, taking courses in a program of study that does not require assessment for placement (e.g., art or photography);

6.03.03 Enrolled as exchange students, coming from another institution, state or country for study, for a defined period of time (e.g., academic term or year); or

6.03.04 Non-degree seeking undergraduate students (unless recent high school graduates) until the student becomes degree-seeking.

7.00 Process and Procedures

7.01 Funding

7.01.01 Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general funds for basic skills courses.

7.01.02 Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours. However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash. These institutions may also offer Supplemental Academic Instruction with college-level courses (if authorized by the Commission).

7.01.03 Institutions of higher education with a two-year statutory role and mission may include basic skills credit hours generated by concurrently enrolled students in the 12th grade in the number claimed for state general fund support.

7.02 Accountability and Data Reporting

7.02.01 Any institution that provides basic skills courses, whether the courses are delivered for cash or receive state support, and/or provides Supplemental Academic Instruction, shall collect data to evaluate student performance,

including data that describes the students who take basic skills courses and/or Supplemental Academic Instruction courses, the SASID to connect the student to the school district from which they graduate, the basic skills and/or Supplemental Academic Instruction areas that required instruction, and the credit hours earned in these courses.

7.02.02 All institutions providing basic skills or Supplemental Academic Instruction courses shall submit the required files to the Commission, following its prescribed data definitions and reporting dates.

7.02.03 The institutions shall provide any financial information, including FTE generated by remedial and Supplemental Academic Instruction courses and program costs, following prescribed data definitions and formats.

7.04.04 The Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the Joint Budget Committee, and the Department of Education, an analysis of the data including:

7.02.04.01 The number of students who take basic skills and/or Supplemental Academic Instruction courses;

7.02.04.02 The costs of providing basic skills and/or Supplemental Academic Instruction courses; and

7.02.04.03 Whether students who complete said basic skills and/or Supplemental Academic Instruction courses successfully complete the requirements for graduation/ transfer/completion.

7.02.05 Pursuant to C.R.S. 23-1-113.3, the Commission must provide a high school feedback report to Colorado school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree seeking undergraduates. The high school graduation cohort from the Colorado Department of Education will be used to assign basic skills students to a high school and/or district.

7.02.06 The Commission shall disseminate the analysis to each Colorado school district, the public high schools within each district and institutions of higher education, complying with Commission's adopted Privacy Policy

8.00 College-Readiness Assessment Cut Scores

Table 1 below provides scores on assessment tests recognized under this policy that institutions shall use in identifying students who need remedial courses in English and mathematics.

This table will be evaluated by the Commission every three years against

Colorado specific data. The Commission may adjust the cut scores based on empirical data of student performance in college English and college mathematics courses.

Table 1 – College-Ready Assessment Cut Scores

Assessment Test	English Cut Score	<u>CTE & Quantitative Reasoning Math Cut Score*</u>
<u>New SAT (taken March 2016 and later)</u>	<u>470 Evidence-Based Reading and Writing</u>	<u>500 Math Section</u>
<u>Old SAT</u>	430 <u>Critical Reading</u>	460
ACT	18	19
<u>ACT Writing Subscore[®] / ***</u>	TBD	—
<u>Community College Placement Test</u>	<u>5 Written Essay (WRES) and 96 Reading Adaptive Assessment (READ) or 6 on WRES and 80 on READ</u>	<u>106 Basic Algebra Adaptive Assessment (BAAD)</u>
<u>New Accuplacer (available fall 2016)</u>	<u>[score not yet available] Reading Comprehension and/or [score not yet available] Writing</u>	<u>[score not yet available] Quantitative Reasoning, Statistics and Algebra (QAS) and/or [score not yet available] Advanced Algebra Functions (AAF)</u>
<u>Old Accuplacer</u>	<u>80 Reading Comprehension and/or 25 Sentence Skills-TBD</u>	<u>61 Elementary Algebra TBD</u>
<u>GED[®] (Beginning in 2014)</u>	<u>165 Reasoning Through Language Arts</u>	<u>165 Mathematical Reasoning</u>
<u>HiSET</u>	<u>15 Language Arts – Reading and/or 15 Language Arts - Writing</u>	<u>15 Math</u>

<u>TASC</u>	<u>580 Language Arts - Reading and/or 560 Language Arts - Writing plus 6 on the Writing Essay</u>	<u>560 Math</u>
<u>Compass</u>	<u>79</u>	<u>63</u>
<u>PARCC 11th Grade English Language Arts/Literacy & Mathematics</u>	<u>Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation</u> <u>OR</u> <u>Level 4FBD</u>	<u>Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation</u> <u>OR</u> <u>Level 4FBD</u>
<u>SBAC 11th Grade English Language Arts/Literacy & Mathematics</u>	<u>Level 3 (2583) if student continues to take challenging English courses (as determined by the institution) through high school graduation</u> <u>OR</u> <u>Level 4 (2682)FBD</u>	<u>Level 3 (2628) if student continues to take challenging math courses (as determined by the institution) through high school graduation</u> <u>OR</u> <u>Level 4 (2718)FBD</u>

* It should be noted that the college-ready mathematics cut scores in Table 1 do not reflect the level of preparation needed to be successful in College Algebra, Trigonometry, Pre-Calculus and Calculus. Whereas a 500 or more on the new SAT indicates readiness for a Career and Technical Education (CTE) or "Quantitative Reasoning" or "Mathematics for the Liberal Arts" (the math courses required in most Arts & Humanities degrees) a score higher than 500 is needed to indicate readiness for the math required in most STEM, Business and Health Sciences degrees and these cut scores vary by institution.

Mathematics college-level courses (also referred to as "math pathways") usually vary by the type of degree program, as follows:

- **Career and Technical Education (CTE):** The college-level mathematics course is often contextualized in the vocation, such as "Technical Mathematics." (These are usually certificates, A.A.S. and B.A.S. degrees.)
- **Arts & Humanities:** The college-level mathematics course is usually called something like "Math for the Liberal Arts" or "Quantitative Reasoning" for degrees in Arts & Humanities fields like Art, English, History and Philosophy. (These are usually B.A. and B.S. degrees.)
- **Social & Behavioral Sciences:** The college-level mathematics course is usually "Introduction to Statistics" for degrees in Social & Behavioral Science fields like Anthropology, Criminal Justice, Psychology and Sociology. (These are usually B.A. and B.S. degrees.)

- STEM, Business & Health Sciences: The college-level mathematics course is usually "Calculus I" for degrees in Science, Technology, Engineering and Math (STEM) degrees; many Business degrees; and certain Health Science degrees like audiology, nursing and public health. (These are usually B.A. and B.S. degrees.)

** These subscores are being researched by the Department and will be added.*

*** Not required, not a primary assessment, but can be used as a secondary evaluation.*

**** Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced (SBAC) instruments are currently being deployed and field-tested nationally and by the Colorado Department of Education in an effort to implement and assess statewide college and career readiness standards for students. The research and validation studies will be available by 2016-17, at which point Colorado institutions of higher education will begin to utilize the approved college readiness scores.*

HISTORY: (CCHE Agenda 12/05/13 Item VI, B);

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF EDUCATOR PREPARATION UNIT AT ARGOSY UNIVERSITY

PREPARED BY: DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends reauthorization of the educator preparation unit and educator preparation programs at Argosy University.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education.

The process for reauthorization of educator preparation programs is as follows:

- Colorado Department of Education (CDE) conducts a review of the endorsement programs to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Department of Higher Education (DHE) reviews the unit and its programs for the following statutory performance criteria: admission system; ongoing advising and screening of educator candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].
- DHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- CDE makes a recommendation to the State Board of Education, which then makes a recommendation to DHE.
- Upon receiving an affirmative recommendation, DHE makes a recommendation to CCHE.

III. STAFF ANALYSIS

At its meeting on June 8, 2016, the Colorado State Board of Education approved the content of the educator preparation programs at Argosy University. CDE staff transmitted State Board of Education's approval of the following endorsement programs:

- Principal (3.03)

Following the on-site review and the review of the submitted institutional report, the following determinations were developed. Argosy University was “proficient” in the admissions, advising, the integration of coursework and field-based training and the demonstration of content skills required for licensure. The institution was deemed to be “partially proficient” in the domains of supervised field based experience and ongoing assessment. Specific recommendations for the areas of partial proficiency were communicated to university and program leadership.

During the on-site evaluation visit, the reauthorization team did note several strengths and provided specific recommendations for the educator preparation program at Argosy University. Specifically, the team noted:

- Argosy University has developed a collaborative and supportive environment for between both students and faculty throughout the institution. The dedication of key faculty and staff regarding the construction and operation of the principal preparation program is notable.
- Programs are constructed to allow for the seamless progression for students to complete their credentialing coursework for the principal licensure and then matriculate to the Ed.D. or Ed.S. degree. This intentional structure of this design has proven to be beneficial to students enrolled in the institution.
- Argosy University has the ability to attract and retain a student population with intense interest and unique perspectives regarding preparation for principal licensure.

Specific recommendations for continual programmatic improvement include:

- The development of a succession plan for the principal preparation program in the event of any unforeseen personnel changes should be developed in the immediate future. A clear understanding of how students will be supported if key faculty/staff are no longer associated with the university needs to be articulated within the institution. Efforts should be made to reduce or eliminate the dependence on one individual for program success and sustainability.
- Increased awareness that all students and faculty must be made aware of the minimum field work hour requirement (300 hours) for all principal candidates. This threshold must be met or exceeded by all students completing the principal preparation program at Argosy University in Denver.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission reauthorize the educator preparation unit and educator preparation programs at Argosy University

STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education as

provided in paragraph (b) of this subsection (4) and shall establish a schedule for review of each educator preparation program that ensures each program is reviewed as provided in this section not more frequently than once every five years.

TOPIC: RECOMMEND APPROVAL OF REAUTHORIZATION OF EDUCATOR PREPARATION UNIT AT COLORADO STATE UNIVERISTY - PUEBLO

PREPARED BY: DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends reauthorization of the educator preparation unit and educator preparation programs at Colorado State University– Pueblo.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education.

The process for reauthorization of educator preparation programs is as follows:

- Colorado Department of Education (CDE) conducts a review of the endorsement programs to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Department of Higher Education (DHE) reviews the unit and its programs for the following statutory performance criteria: admission system; ongoing advising and screening of educator candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].
- DHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- CDE makes a recommendation to the State Board of Education, which then makes a recommendation to DHE.
- Upon receiving an affirmative recommendation, DHE makes a recommendation to CCHE.

III. STAFF ANALYSIS

At its meeting on June 8, 2016, the Colorado State Board of Education approved the content of the educator preparation programs at CSU - Pueblo. CDE staff transmitted State Board of Education's approval of the following endorsement programs:

- Elementary Education (8.02)
- Art (8.04)
- English Language Arts (8.09)
- Foreign Language - Spanish (8.10)
- Mathematics (8.14)
- Music (8.15)
- Physical Education (8.16)
- Science (8.17)
- Social Studies (8.18)
- Culturally and Linguistically Diverse Education (8.22)
- Special Education Generalist (9.06)
- Instructional Technology Specialist (10.06)
- School Nurse (11.05)

Following the on-site review and the review of the submitted institutional report, the following determinations were developed. Colorado State University – Pueblo (CSU – Pueblo) was “proficient” in the admissions, advising, the demonstration of content skills required for licensure, supervised field based experience and ongoing assessment. The institution was deemed to be “partially proficient” in the domain of the integration of coursework and field-based training. Specific recommendations for the area of partial proficiency were communicated to university and program leadership. Also included in the overall evaluation was one action item in where the educator preparation unit must submit a plan to increase student knowledge of and exposure to culturally and linguistically diverse education.

During the on-site evaluation visit, the reauthorization team did note several strengths and provided specific recommendations for the educator preparation program at CSU - Pueblo. Specifically, the team noted:

- There is considerable personal interest shown among faculty and staff members regarding the progression and achievements of the students within the educator preparation program.
- The unit has established district partnerships with individuals identified to provide placement of field experiences and to provide feedback to the program. District partners are able to articulate both strengths and development areas of their CSU - Pueblo program due to their extensive contact with program faculty and staff.
- CSU – Pueblo curriculum focuses on key fieldwork experiences to bring together their classroom instruction into the practical aspects of education. As a result, students felt confident in their ability to work with students with diverse learning abilities – including those who are not native-English speakers as well as exceptional student populations.

Specific recommendations for continual programmatic improvement include:

- An informal, internal review of CSU - Pueblo’s program should be undertaken to ensure that students are exposed to, and knowledgeable of, teaching and learning strategies associated with culturally and linguistically diverse student populations.
- Programs should be examined for potential inclusion of dual endorsements such as

special education and CLD education within existing programs. The inclusion of these endorsements not only ensures teacher candidate exposure to these critical areas of instruction, but also makes them highly desirable as potential employees in local districts.

- Decisions regarding the leadership of the educator preparation program (i.e. the director or associate dean) need to be made in the very near future. Ideally, this individual would also have budgetary control within the department so as to provide direction regarding personnel hiring and reorganization.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission reauthorize the educator preparation unit and educator preparation programs at CSU – Pueblo.

STATUTORY AUTHORITY

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education as provided in paragraph (b) of this subsection (4) and shall establish a schedule for review of each educator preparation program that ensures each program is reviewed as provided in this section not more frequently than once every five years.

TOPIC: RECOMMEND APPROVAL OF MASTERS OF SCIENCE DEGREES
IN DIETETICS AND DIETETICS WITH INTERNSHIP AT
UNIVERSITY OF NORTHERN COLORADO

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval of a Masters of Science (M.S.) in Dietetics and a Masters of Science (M.S.) in Dietetics with Dietetics Internship at University of Northern Colorado (UNC).

II. BACKGROUND

CRS §23-5-129(6)(b) outlines the Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract, which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

III. STAFF ANALYSIS

The following is summarized from the institution's proposal:

The Dietetics M.S. and the Dietetics with Dietetic Internship M.S. are submitted as separate degrees for the following reasons. The accreditation guidelines (Accreditation Council for Education in Nutrition and Dietetics - ACEND) do not allow an accredited program to be an emphasis area under a non-accredited program. The Dietetics with Dietetic Internship M.S. will be accredited as required by ACEND to prepare students to take the Registered Dietitian (RD) Exam. The degree serves a dual purpose. Students will be pursuing the master's degree as well as the coursework and internship required to sit for the RD exam. The Dietetics M.S. is not accredited because the students to be admitted to this program are already Registered Dietitians. These students have taken and passed the RD Exam and are pursuing a master's degree only.

The Master of Science Degree in Dietetics

The Master of Science Degree in Dietetics is a two-year program. The curriculum of 35 credits supports the development of skills related to being a Registered Dietitian Nutritionist (RDN). Through coursework, students will develop critical thinking and leadership skills that will support their future work and development as an RDN. The online program format was developed specially to meet the needs of non-traditional students with employment and/or family commitments. This program assumes an undergraduate background in Nutrition and Dietetics.

The Master of Science Degree in Dietetics with Dietetic Internship

The Master of Science Degree in Dietetics with Dietetic Internship is a three-year program designed to prepare students for successful completion of the Registered Dietitian Examination as well as entry-level practice. Accreditation is being sought from the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The curriculum of 55 credits supports the development of skills related to being a Registered Dietitian Nutritionist (RDN) while undergoing hands-on learning opportunities in supervised practice settings. Through coursework, students will develop critical thinking and leadership skills that will support their future work and development as an RDN. The online program format was developed specially to meet the needs of non-traditional students with employment and/or family commitments. In addition, international students could apply to the program if they desire to practice as an R.D. in the United States; they would need to complete the Supervised Practice at approved sites in the United States. This program assumes an undergraduate background in Nutrition and Dietetics.

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

This degree supports the institution's statutory role and mission, which states in part:

(1) There is hereby established a university at Greeley, to be known as the university of northern Colorado. The university shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards.

(2) The university of northern Colorado shall be the primary institution for undergraduate and graduate degree programs for educational personnel preparation in the state of Colorado. The university shall offer master's and doctoral programs primarily in the field of education. The university has the responsibility to offer on a statewide basis, utilizing where possible and appropriate the faculty and facilities of other educational institutions, those graduate-level programs needed by professional educators and education administrators. The Colorado commission on higher education shall include in its funding recommendations an appropriate level of general fund support for those programs.(23-40-101, C.R.S.)

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission. The institution's governing board approved the program at its November 18, 2016 meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the M.S. in Dietetics and M.S. in Dietetics with Internship at University of Northern Colorado.

III. STATUTORY AUTHORITY

CRS §23-5-129 Governing boards - performance contract - authorization – operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) Need not consult with nor obtain approval from the Colorado commission on higher education to create, modify, or eliminate academic and vocational programs offered by the institution, so long as such creations, modifications, and eliminations are consistent with the institution's statutory role and mission. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

CRS §23-1-121-Commission directive - approval of educator preparation programs – review

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

APPENDIX:

- Appendix A: Supplemental Information

APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

EVIDENCE OF NEED

A document was produced in September 2012 by the Council of Future Practice from the Academy of Nutrition and Dietetics (The Academy) called the "Visionary Report". In this report, it referenced a recommendation from the 2005 Dietetic Education Task Force which stated "CADE (now ACEND-accrediting body) should require accredited programs preparing students for R.D. credentials to have a seamless educational system providing both the didactic preparation and supervised practice necessary for credentialing in one graduate-degree training program". In April 2012, 4,585 students applied to dietetic internships, only 2,313 were matched (50%). One of the expectations of ACEND, which is formally recognized by the U.S. Department of Education, is that all of its accredited programs will provide all qualified individuals access to the profession for which they have been educated. Our credentialing body has stated that a graduate degree will be required for entry level practice by 2024. Several programs across the nation are already implementing changes and UNC must stay competitive. According to The Academy's website "The U.S. Bureau of Labor and Statistics predicts that the number of jobs for registered dietitians will increase by 9% between 2008 and 2018; however, it is thought that even more registered dietitians will be needed because of the U.S. health crisis". Based on the fact that approximately 80% of our distance dietetic students already possess an undergraduate degree and many would prefer a graduate degree, our program can ascertain that our goal will be met. An M.S. Degree Interest Survey was administered in fall 2013. Current undergraduate dietetic interns (132) and alumni (135) responded to the survey. Of the individuals who responded to this survey, 46% were very interested in pursuing a graduate degree. Sixty-four percent were interested in pursuing an M.S. Degree in Nutrition and Dietetics. Fifty-five percent would enroll in a graduate program at UNC. Sixty-one percent would prefer a part-time M.S. Degree option, 51% would prefer an online program, and 25% would prefer a combination of both on-campus and distance/online. Seventy-eight percent would be interested in a program which includes a supervised practice (internship) and graduate degree program. Expected enrollment for each program in Year One is 10-12 students and in Year Five is 25-30 students.

DUPLICATION

Colorado State University offers a M.S. Degree in Nutrition.

TOPIC: RECOMMEND APPROVAL OF MASTER OF SCIENCE DEGREE IN ORGANIZATIONAL LEADERSHIP AT UNIVERSITY OF COLORADO BOULDER

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval of a Master of Science (M.S.) degree in Organizational Leadership at University of Colorado Boulder.

II. BACKGROUND

CRS §23-5-129(6)(b) outlines the Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract, which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

III. STAFF ANALYSIS

The following is summarized from the institution's proposal:

The Master of Science in Organizational Leadership (MSOL) provides a new opportunity for CU Boulder to offer an interdisciplinary, fully-online, cohort-based professional master's degree. The MSOL program is designed – through a blend of business, social science, and communication courses – to prepare early- and mid-career professionals to become dynamic leaders in the increasingly fast-paced and complex work world. The MSOL will offer a strong complement to the specialized degrees and technical professional experience of early- and mid-career professionals. The program will provide broad interdisciplinary knowledge and skills that allow such individuals to move beyond their more functional or technical backgrounds to develop an ability to think strategically and to mobilize the people and resources of an organization around a common vision.

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

This degree supports the institution's statutory role and mission, which states:

(a) The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admission standards. The Boulder campus of the University of Colorado shall offer a comprehensive array of undergraduate, master's, and doctoral degree programs. The Boulder campus of the University of Colorado has exclusive authority to offer graduate programs in law. The Colorado commission on higher education, in consultation with the board of regents, shall designate those graduate level programs that are the primary responsibility of the Boulder campus of the University of Colorado. The

university has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. The commission shall include in its funding recommendations a level of general fund support for these programs. (23-20-101, C.R.S.)

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission. The institution's governing board approved the program at its November 10, 2016 meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Master of Science in Organizational Leadership at University of Colorado Boulder.

III. STATUTORY AUTHORITY

CRS §23-5-129 Governing boards - performance contract - authorization – operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) Need not consult with nor obtain approval from the Colorado commission on higher education to create, modify, or eliminate academic and vocational programs offered by the institution, so long as such creations, modifications, and eliminations are consistent with the institution's statutory role and mission. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

CRS §23-1-121-Commission directive - approval of educator preparation programs – review

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

- (b) Ongoing advising and screening of candidates by practicing educators or faculty members;
- (c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;
- (d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;
- (e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;
- (f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

APPENDIX:

- Appendix A: Supplemental Information

APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

EVIDENCE OF NEED

Student Demand: According to research from the Education Advisory Board, which included input from just under eighty institutions of higher education across the United States, 50% of millennials are already in leadership positions, with 44% of them having 3-5 years of professional experience. Of these, 41% have four or more direct reports. Of significance to the MSOL program, 30% of these employees feel underprepared for their roles. EAB reports that today's employees are career advancers who are pursuing leadership and management programs that are cohort-based. EAB also found that employers are more willing to provide tuition benefits to their employees for programs in leadership and management that are applicable to their employee's current and future jobs within their organizations.

Workforce Demand: The Educational Advisory Board determined demand for Organization Leadership graduates using Burning Glass Technologies' Labor Insight™ program, which collects millions of online job postings from close to 40,000 sources and applies a patented technology to mine and code detailed data from each posting per the job parameters and candidate backgrounds specified by client companies – in this case, identifying job postings of organizations seeking potential employees specifically with an MSOL-related professional/graduate degree and competencies similar to those of MSOL graduates. Based on the findings, EAB reports “employers increasingly sought Organizational Leadership graduates since 2010” – as reflected in Table 4. Demand in Colorado was labeled as “dramatic,” with 57% “more organizational leadership opportunities in 2015 than 2013.”

DUPLICATION

Other institutions in Colorado offer degree programs addressing organizational leadership; however, the MSOL has unique tracks and strengths that fill a current need in the areas of human resources and strategic leadership. Because of the unique qualities of CU Boulder's MSOL, we do not expect that its implementation will have a direct, negative impact on other institutions in Colorado.

TOPIC: TWO-YEAR CASH FUNDED CAPITAL PROGRAM LISTS

PREPARED BY: CATHERINE OLUKOTUN, LEAD FINANCE ANALYST

I. SUMMARY

This consent item is to approve the unified, two-year report for capital construction or capital renewal projects that: (1) exceed \$2 million, (2) are capital construction or renewals of either academic or auxiliary facilities; and (3) financed solely with institutional cash funds or federal funds.

II. BACKGROUND

C.R.S. 23.1.106(7) requires the Colorado Commission on Higher Education (CCHE) to annually prepare a unified, two-year report for capital construction or capital renewal projects that: (1) exceed \$2 million, (2) are capital construction or renewals of either academic or auxiliary facilities; and (3) financed solely with institutional cash funds or federal funds.

DHE staff develops this list through a compilation of reports submitted by each individual state institution of higher education. Once approved by CCHE, the list is transmitted to the Office of State Planning and Budgeting (OSPB) and the General Assembly for informational purposes and any necessary review.

Commission review and approval is necessary for these cash-funded projects to commence, with the exception of the University of Colorado System, whose cash projects may be submitted directly to the General Assembly for approval, and their inclusion on this list is for informational purposes.

It is important to note that institutions may use cash funds as part of state funded projects, but this list is reserved for projects that are 100% cash funded. No state money is requested for the planning, construction, or outfitting of the facility, though Controlled Maintenance funding may be available in the future for certain subsets of cash projects.

III. STAFF ANALYSIS

This comprehensive Two-Year Cash Funded Capital Program list covers FY 2016-17 and FY 2017-18; contains 25 projects submitted by institutions; with a total cost for projects of \$240,522,746. Of these 25 projects,

- four are Intercept projects for academic buildings;
- four are Intercept projects for auxiliary facilities;
- nine are non-Intercept Academic projects; and
- eight are non-Intercept Auxiliary building projects.

Intercept projects require program plan approval by CCHE - Colorado School of Mines' Green Center Chiller received program plan approval from CCHE in October of 2015; and the Colorado State University's Prospect Road Underpass and South Campus Infrastructure projects received program approval by CCHE in October 2015 and March 2016 respectively. The

Colorado School of Mines' Engineering Annex Renovation is still pending program plan approval.

The state's fiscal condition has deeply impacted higher education capital construction in Colorado and, as a result of declining state support in this area, institutions will continue to fund projects through cash sources such as student fees, cash reserves, private donations, and bonds backed by institutional revenue.

Attachment A, the Two-Year List, contains the most current Governing Board cash submissions, and Table 1 below displays a projected grand total for all of the projects. The combined two-year plans show that institutions are committing \$240.5 million to meet their own capital needs. No federal funds are being used for projects on this list.

Table 1:
Two-Year Cash Funded Capital Program
FY 2016 - FY2018

CF	\$240,522,746
FF	\$0.00
TF	\$240,522,746

Institutions of higher education listed 25 cash funded projects on the Two-Year List for FY 2016-17 and FY 2017-18. Table 2 displays the breakdown between the type of project and if the project will be financed under the Higher Education Revenue Bond Intercept Program (C.R.S. 23-5-139). The Intercept program permits schools to issue bonds for capital construction and use either the state's credit rating (opt in), or use their own credit rating (opt out). Academic facilities are those that are considered core to the role and mission of the institution (e.g. classrooms, student services, libraries), while auxiliary facilities are those that are not considered core to the role and mission, and exist for some other purpose (e.g. residence halls, recreation centers, parking facilities).

Table 2:
Cash Funded Project Types

	Academic	Auxiliary	Total
Intercept	4	4	8
Non-Intercept	9	8	17
Total	13	12	25

Academic facilities constructed with cash funds are eligible for state Controlled Maintenance Funds. Also, due to new statutory provisions passed in SB 16-204, Non-Intercept projects only have their cost projections reviewed in the Two-Year List, while Intercept projects require approval in the Two-Year List as well as program review by CCHE. In accordance with the two step approval process for cash funded projects, the Department [acting with the power delegated by the Commission (CCHE Policy III.J)] will review all budget documents submitted for Intercept Act cash projects and submit all forms to the General Assembly's Capital Development Committee (CDC) as they are approved. While SB 16-204 revised the procedures and approval process for institutions of higher education wishing to utilize the Intercept program, it did not

significantly impact the role of the Commission and the Department in the review and approval process.

III. STAFF RECOMMENDATION

Staff recommends the Commission approve the Two-Year Cash Funded Capital Program List for FY 2016-17 and FY 2017-18, and forward the necessary documents to the Governor, the Office of State Planning and Budgeting, the Capital Development Committee, and the Joint Budget Committee.

IV. STATUTORY AUTHORITY

C.R.S. 23-1-106(7)(c)(I)(A) The commission annually shall prepare a unified, two-year report for capital construction or capital renewal projects described in subsection (9) of this section that are not for new acquisitions of real property or new construction and are estimated to require total project expenditures exceeding ten million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.

(B) The commission annually shall prepare a unified, two-year report for capital construction projects for new acquisitions of real property or for new construction, described in subsection (10) of this section, estimated to require total project expenditures exceeding two million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.

ATTACHMENT

- Two-Year Cash Funded Capital Program List FY 2016-17 to FY 2017-18.

**Colorado Department of Higher Education
Five-Year State Funded Capital Improvements Program FY 2017-2022
By Governing Board**

Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
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Auraria Higher Education Center

Arts Facilities: King Center Renovation & Addition							
CCF	\$43,327,307	\$0	\$43,327,307	\$0	\$0	\$0	\$0
CF	\$440,000	\$0	\$440,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$43,767,307	\$0	\$43,767,307	\$0	\$0	\$0	\$0
Arts Facilities: Visual Arts Building Renovation							
CCF	\$24,178,546	\$0	\$0	\$24,178,546	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$24,178,546	\$0	\$0	\$24,178,546	\$0	\$0	\$0
AHEC Total:							
CCF	\$67,505,853	\$0	\$43,327,307	\$24,178,546	\$0	\$0	\$0
CF	\$440,000	\$0	\$440,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$67,945,853	\$0	\$43,767,307	\$24,178,546	\$0	\$0	\$0

Adams State University

Plachy Hall HVAC Upgrade and Replacement							
CCF	\$4,470,884	\$0	\$4,470,884	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$4,470,884	\$0	\$4,470,884	\$0	\$0	\$0	\$0
Art Building Renovation							
CCF	\$11,364,627	\$0	\$0	\$11,364,627	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$11,364,627	\$0	\$0	\$11,364,627	\$0	\$0	\$0
Central Technology Building							
CCF	\$1,920,870	\$0	\$0	\$0	\$1,920,870	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,920,870	\$0	\$0	\$0	\$1,920,870	\$0	\$0

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Library Renovation							
CCF	\$14,468,661	\$0	\$0	\$0	\$0	\$14,468,661	
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$14,468,661	\$0	\$0	\$0	\$0	\$14,468,661	\$0
Facilities Services							
CCF	\$7,465,815	\$0	\$0	\$0	\$0	\$0	\$7,465,815
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,465,815	\$0	\$0	\$0	\$0	\$0	\$7,465,815
ASU Total:	\$39,690,857	\$0	\$4,470,884	\$11,364,627	\$1,920,870	\$14,468,661	\$7,465,815
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$39,690,857	\$0	\$4,470,884	\$11,364,627	\$1,920,870	\$14,468,661	\$7,465,815
Colorado Mesa University							
Performing Arts Expansion and Renovation							
CCF	\$7,962,041	\$0	\$7,962,041	\$0	\$0	\$0	\$0
CF	\$787,456	\$0	\$787,456	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$8,749,497	\$0	\$8,749,497	\$0	\$0	\$0	\$0
Electric Lineworker Building							
CCF	\$2,923,361	\$0	\$2,923,361	\$0	\$0	\$0	\$0
CF	\$289,125	\$0	\$289,125	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,212,486	\$0	\$3,212,486	\$0	\$0	\$0	\$0
Marching Band Storage Building							
CCF	\$526,258	\$0	\$526,258	\$0	\$0	\$0	\$0
CF	\$52,049	\$0	\$52,049	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$578,307	\$0	\$578,307	\$0	\$0	\$0	\$0
Trigeneration (Combined Cooling, Heat & Power)							
CCF	\$6,325,932	\$0	\$6,325,932	\$0	\$0	\$0	\$0
CF	\$625,643	\$0	\$625,643	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,951,575	\$0	\$6,951,575	\$0	\$0	\$0	\$0

Five-Year Capital Request List FY 2017-2022

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
CMU Total:	CCF	\$17,737,592	\$0	\$17,737,592	\$0	\$0	\$0	\$0
	CF	\$1,754,273	\$0	\$1,754,273	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$19,491,865	\$0	\$19,491,865	\$0	\$0	\$0	\$0
Colorado School of Mines								
Green Center Roof Replacement								
CCF	\$8,500,000	\$0	\$1,908,207	\$6,591,793	\$0	\$0	\$0	\$0
CF	\$8,500,001	\$0	\$1,908,208	\$6,591,793	\$0	\$0	\$0	\$0
RF	\$0	\$0		\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$17,000,001	\$0	\$3,816,415	\$13,183,586	\$0	\$0	\$0	\$0

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
CSM Total:	CCF	\$8,500,000	\$0	\$1,908,207	\$6,591,793	\$0	\$0	\$0
	CF	\$8,500,001	\$0	\$1,908,208	\$6,591,793	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$17,000,001	\$0	\$3,816,415	\$13,183,586	\$0	\$0	\$0
Fort Lewis College								
Exercise Science Whalen Gymnasium Expansion and Renovation Project 1								
CCF	\$25,875,203	\$0	\$2,885,962	\$22,989,241	\$0	\$0	\$0	
CF	\$2,875,023	\$0	\$320,663	\$2,554,360	\$0	\$0	\$0	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$28,750,226	\$0	\$3,206,625	\$25,543,601	\$0	\$0	\$0	
Athletics Whalen Gymnasium Expansion and Renovation Project 2								
CCF	\$23,006,768	\$0	\$0	\$1,506,810	\$21,499,958	\$0	\$0	
CF	\$5,751,692	\$0	\$0	\$376,702	\$5,374,990	\$0	\$0	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$28,758,460	\$0	\$0	\$1,883,512	\$26,874,948	\$0	\$0	
Reed Library Expansion and Renovation								
CCF	\$20,000,000	\$0	\$0	\$0	\$2,000,000	\$17,000,000	\$1,000,000	
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$20,000,000	\$0	\$0	\$0	\$2,000,000	\$17,000,000	\$1,000,000	
Theater Hall								
CCF	\$14,250,000	\$0	\$0	\$0	\$0	\$3,500,000	\$10,750,000	
CF	\$10,750,000	\$0	\$0	\$0	\$0	\$0	\$10,750,000	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$25,000,000	\$0	\$0	\$0	\$0	\$3,500,000	\$21,500,000	
Noble Hall Reconstruction and Classroom Improvements								
CCF	\$9,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$7,000,000	
CF	\$1,000,000	\$0	\$0	\$0	\$0	\$0	\$1,000,000	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$10,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$8,000,000	
FLC Total:	CCF	\$92,131,971	\$0	\$2,885,962	\$24,496,051	\$23,499,958	\$22,500,000	\$18,750,000
	CF	\$20,376,715	\$0	\$320,663	\$2,931,062	\$5,374,990	\$0	\$11,750,000
	RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$112,508,686	\$0	\$3,206,625	\$27,427,113	\$28,874,948	\$22,500,000	\$30,500,000

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Metropolitan State University of Denver								
Aerospace Engineering Sciences Building								
CCF		\$20,000,000	\$20,000,000	\$0	\$0	\$0	\$0	\$0
CF		\$40,000,000	\$40,000,000	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$60,000,000	\$60,000,000	\$0	\$0	\$0	\$0	\$0
MSU-D Total:								
CCF		\$20,000,000	\$20,000,000	\$0	\$0	\$0	\$0	\$0
CF		\$40,000,000	\$40,000,000	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$60,000,000	\$60,000,000	\$0	\$0	\$0	\$0	\$0
University of Northern Colorado								
Human Performance Center								
CCF		\$7,000,000	\$0	\$0	\$0	\$7,000,000	\$0	\$0
CF		\$5,000,000	\$0	\$0	\$0	\$5,000,000	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$12,000,000	\$0	\$0	\$0	\$12,000,000	\$0	\$0

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Heat Plant Boiler #3 replacement (Renewal)							
CCF	\$3,329,505	\$0	\$3,329,505	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,329,505	\$0	\$3,329,505	\$0	\$0	\$0	\$0
Gray Hall Mechanical Systems Improvements (Renewal)							
CCF	\$3,160,332	\$0	\$3,160,332	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,160,332	\$0	\$3,160,332	\$0	\$0	\$0	\$0
UNC Total:							
CCF	\$13,489,837	\$0	\$6,489,837	\$0	\$7,000,000	\$0	\$0
CF	\$5,000,000	\$0	\$0	\$0	\$5,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$18,489,837	\$0	\$6,489,837	\$0	\$12,000,000	\$0	\$0
Western State Colorado University							
Fiber Security							
CCF	\$13,410,051	\$0	\$13,410,051	\$0	\$0	\$0	\$0
CF	\$225,000	\$0	\$225,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$13,635,051	\$0	\$13,635,051	\$0	\$0	\$0	\$0
Savage Library Renovation							
CCF	\$10,663,516	\$0	\$10,663,516	\$0	\$0	\$0	\$0
CF	\$200,000	\$0	\$200,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$10,863,516	\$0	\$10,863,516	\$0	\$0	\$0	\$0
Press Box Renovation/Addition & Team Rooms							
CCF	\$7,463,429	\$0	\$0	\$7,463,429	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,463,429	\$0	\$0	\$7,463,429	\$0	\$0	\$0
New Faculty/Staff Housing							
CCF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF	\$5,444,250	\$0	\$0	\$0	\$5,444,250	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$5,444,250	\$0	\$0	\$0	\$5,444,250	\$0	\$0

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Ute Hall Renovation								
CCF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF		\$9,440,766	\$0	\$0	\$0	\$0	\$9,440,766	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$9,440,766	\$0	\$0	\$0	\$0	\$9,440,766	\$0
WSCU Total:								
CCF		\$31,536,996	\$0	\$24,073,567	\$7,463,429	\$0	\$0	\$0
CF		\$15,310,016	\$0	\$425,000	\$0	\$5,444,250	\$9,440,766	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$46,847,012	\$0	\$24,498,567	\$7,463,429	\$5,444,250	\$9,440,766	\$0
Colorado State University System								
CSU - Fort Collins								
Shepardson Addition and Renovation								
CCF		\$24,595,501	\$0	\$4,527,223	\$13,482,700	\$6,585,578	\$0	\$0
CF		\$9,000,000	\$0	\$0	\$0	\$9,000,000	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$33,595,501	\$0	\$4,527,223	\$0	\$15,585,578	\$0	\$0
AZ East Renovation								
CCF		\$15,032,883	\$0	\$15,032,883	\$0	\$0	\$0	\$0
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$15,032,883	\$0	\$15,032,883	\$0	\$0	\$0	\$0
Chemistry B&C Wing Renovation								
CCF		\$23,763,000	\$0	\$23,763,000	\$0	\$0	\$0	\$0
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$23,763,000	\$0	\$23,763,000	\$0	\$0	\$0	\$0
Institute for Biological and Translational Therapies and ancillary buildings- National Western Center COP								
CCF		\$6,500,000	\$0	\$6,500,000	\$0	\$0	\$0	\$0
CF		\$78,300,000	\$0	\$78,300,000	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$84,800,000	\$0	\$84,800,000	\$0	\$0	\$0	\$0
Health Education Outreach Center- National Western Center COP								
CCF		\$22,300,000	\$0	\$22,300,000	\$0	\$0	\$0	\$0
CF		\$1,000,000	\$0	\$1,000,000	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$23,300,000	\$0	\$23,300,000	\$0	\$0	\$0	\$0

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Equine Veterinary Teaching Hospital- National Western Center COP							
CCF	\$21,200,000	\$0	\$21,200,000	\$0	\$0	\$0	\$0
CF	\$44,058,627	\$0	\$44,058,627	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$65,258,627	\$0	\$65,258,627	\$0	\$0	\$0	\$0
Equine and Community Clinic- National Western Center COP							
CCF	\$30,200,000	\$0	\$0	\$30,200,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$30,200,000	\$0	\$0	\$30,200,000	\$0	\$0	\$0
Water Resources Center- National Western Center COP							
CCF	\$62,400,000	\$0	\$0	\$62,400,000	\$0	\$0	\$0
CF	\$28,300,000	\$0	\$0	\$28,300,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$90,700,000	\$0	\$0	\$90,700,000	\$0	\$0	\$0
CSU Center- National Western Center COP							
CCF	\$107,400,000	\$0	\$0	\$0	\$0	\$0	\$107,400,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$107,400,000	\$0	\$0	\$0	\$0	\$0	\$107,400,000
San Luis Valley Research Station							
CCF	\$4,800,000	\$0	\$0	\$0	\$4,800,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$4,800,000	\$0	\$0	\$0	\$4,800,000	\$0	\$0
Education Building Revitalization							
CCF	\$20,000,000	\$0	\$0	\$0	\$20,000,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,000,000	\$0	\$0	\$0	\$20,000,000	\$0	\$0
AIDL Building							
CCF	\$45,000,000	\$0	\$0	\$0	\$45,000,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$45,000,000	\$0	\$0	\$0	\$45,000,000	\$0	\$0

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Engineering Research Center Renovation								
CCF	\$20,000,000	\$0	\$0	\$0	\$0	\$0	\$20,000,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,000,000	\$0	\$0	\$0	\$0	\$0	\$20,000,000	\$0
Western Slope AES Consolidation								
CCF	\$15,000,000	\$0	\$0	\$0	\$0	\$0	\$15,000,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$15,000,000	\$0	\$0	\$0	\$0	\$0	\$15,000,000	\$0
CSU Sub-Total:								
CCF	\$418,191,384	\$0	\$93,323,106	\$106,082,700	\$76,385,578	\$35,000,000	\$107,400,000	\$0
CF	\$160,658,627	\$0	\$123,358,627	\$28,300,000	\$9,000,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$578,850,011	\$0	\$216,681,733	\$134,382,700	\$85,385,578	\$35,000,000	\$107,400,000	\$0
CSU - Pueblo								
Psychology Building Renovation and Addition								
CCF	\$16,815,751	\$0	\$16,815,751	\$0	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$16,815,751	\$0	\$16,815,751	\$0	\$0	\$0	\$0	\$0
IT Campus Access and Classroom Enhancements								
CCF	\$817,823	\$0	\$817,823	\$0	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$817,823	\$0	\$817,823	\$0	\$0	\$0	\$0	\$0
Technology Building Renovation and Addition								
CCF	\$16,576,364	\$0	\$0	\$16,576,364	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$16,576,364	\$0	\$0	\$16,576,364	\$0	\$0	\$0	\$0
Art/Music Building Renovation and Addition								
CCF	\$18,000,000	\$0	\$0	\$0	\$18,000,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$18,000,000	\$0	\$0	\$0	\$18,000,000	\$0	\$0	\$0

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
		Administration Building Renovation/Addition						
CCF		\$17,000,000	\$0	\$0	\$0	\$0	\$17,000,000	\$0
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$17,000,000	\$0	\$0	\$0	\$0	\$17,000,000	\$0
		Facilities Management Renovation / Addition						
CCF		\$15,000,000	\$0	\$0	\$0	\$0	\$0	\$15,000,000
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$15,000,000	\$0	\$0	\$0	\$0	\$0	\$15,000,000
CSU-P Sub-Total:								
CCF		\$84,209,937	\$0	\$17,633,574	\$16,576,364	\$18,000,000	\$17,000,000	\$15,000,000
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$84,209,937	\$0	\$17,633,574	\$16,576,364	\$18,000,000	\$17,000,000	\$15,000,000
CSU System Total:								
CCF		\$502,401,321	\$0	\$110,956,680	\$122,659,064	\$94,385,578	\$52,000,000	\$122,400,000
CF		\$160,658,627	\$0	\$123,358,627	\$28,300,000	\$9,000,000	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$663,059,948	\$0	\$234,315,307	\$150,959,064	\$103,385,578	\$52,000,000	\$122,400,000
University of Colorado System								
UC - Boulder		Henderson Capital Renewal						
CCF	\$	8,572,400	\$0	\$0	\$8,572,400	\$0	\$0	\$0
CF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	8,572,400	\$0	\$0	\$8,572,400	\$0	\$0	\$0
		Hellems Capital Renewal						
CCF	\$	30,000,000	\$0	\$30,000,000	\$0	\$0	\$0	\$0
CF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	30,000,000	\$0	\$30,000,000	\$0	\$0	\$0	\$0
		Aerospace Engineering Sciences Building						
CCF	\$	23,456,347	\$0	\$23,456,347	\$0	\$0	\$0	\$0
CF	\$	56,943,653	\$5,503,300	\$51,440,353	\$0	\$0	\$0	\$0
RF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	80,400,000	\$5,503,300	\$74,896,700	\$0	\$0	\$0	\$0

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
		Guggenheim Capital Renewal						
CCF	\$	6,705,960	\$0	\$0	\$6,705,960	\$0	\$0	\$0
CF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	6,705,960	\$0	\$0	\$6,705,960	\$0	\$0	\$0
UCB Sub-Total:		CCF	\$68,734,707	\$0	\$53,456,347	\$15,278,360	\$0	\$0
		CF	\$56,943,653	\$5,503,300	\$51,440,353	\$0	\$0	\$0
		RF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$125,678,360	\$5,503,300	\$104,896,700	\$15,278,360	\$0	\$0
		Renovation of Existing Engineering Building (EAS)						
CCF	\$	31,911,847	\$0	\$7,929,559	\$23,982,288	\$0	\$0	\$0
CF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	31,911,847	\$0	\$7,929,559	\$23,982,288	\$0	\$0	\$0
UCCS Sub-Total:		CCF	\$31,911,847	\$0	\$7,929,559	\$23,982,288	\$0	\$0
		CF	\$0	\$0	\$0	\$0	\$0	\$0
		RF	\$0	\$0	\$0	\$0	\$0	\$0
		FF	\$0	\$0	\$0	\$0	\$0	\$0
		TF	\$31,911,847	\$0	\$7,929,559	\$23,982,288	\$0	\$0
		Anschutz Colorado Center for Personalized Medicine						
CCF	\$	47,672,260	\$0	\$23,832,606	\$23,839,654	\$0	\$0	\$0
CF	\$	77,893,723	\$0	\$32,270,515	\$45,623,208	\$0	\$0	\$0
RF	\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	125,565,983	\$0	\$56,103,121	\$69,462,862	\$0	\$0	\$0
		Anschutz Health Science Library and Education Buildings Renovation						
CCF	\$	7,924,210	\$0	\$0	\$0	\$7,924,210	\$0	\$0
CF	\$	2,641,403	\$0	\$0	\$0	\$2,641,403	\$0	\$0
RF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	10,565,613	\$0	\$0	\$0	\$10,565,613	\$0	\$0
		CU Denver - Engineering & Physical Sciences Building Renovation						
CCF	\$	47,218,364	\$0	\$47,218,364	\$0	\$0	\$0	\$0
CF	\$	15,739,454	\$0	\$15,739,454	\$0	\$0	\$0	\$0
RF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	62,957,818	\$0	\$62,957,818	\$0	\$0	\$0	\$0

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
CU Denver - Pre-Health Instructional Lab Wing								
CCF	\$	11,307,459	\$0	\$0	\$11,307,459	\$0	\$0	\$0
CF	\$	11,307,460	\$0	\$0	\$11,307,460	\$0	\$0	\$0
RF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$	-	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$	22,614,919	\$0	\$0	\$22,614,919	\$0	\$0	\$0
CU Denver Building (CAP)								
CCF		\$25,178,264	\$0	\$0	\$0	\$25,178,264	\$0	\$0
CF		\$25,178,265	\$0	\$0	\$0	\$25,178,265	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$50,356,529	\$0	\$0	\$0	\$50,356,529	\$0	\$0
UCD Sub-Total:								
CCF		\$139,300,557	\$0	\$71,050,970	\$35,147,113	\$33,102,474	\$0	\$0
CF		\$132,760,305	\$0	\$48,009,969	\$56,930,668	\$27,819,668	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$272,060,862	\$0	\$119,060,939	\$92,077,781	\$60,922,142	\$0	\$0
CU System Total:								
CCF		\$239,947,111	\$0	\$132,436,876	\$74,407,761	\$33,102,474	\$0	\$0
CF		\$189,703,958	\$5,503,300	\$99,450,322	\$56,930,668	\$27,819,668	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$429,651,069	\$5,503,300	\$231,887,198	\$131,338,429	\$60,922,142	\$0	\$0
Colorado Community College System								
Arapahoe Community College								
Learning Commons								
CCF		\$4,041,221	\$0	\$0	\$1,771,791	\$2,269,430	\$0	\$0
CF		\$1,347,074	\$0	\$0	\$590,597	\$756,477	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$5,388,295	\$0	\$0	\$2,362,388	\$3,025,907	\$0	\$0
Parking Lot B								
CCF		\$637,500	\$0	\$0	\$0	\$637,500	\$0	\$0
CF		\$212,500	\$0	\$0	\$0	\$212,500	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$850,000	\$0	\$0	\$0	\$850,000	\$0	\$0
ACC Sub-Total:								
CCF		\$4,678,721	\$0	\$0	\$1,771,791	\$2,906,930	\$0	\$0
CF		\$1,559,574	\$0	\$0	\$590,597	\$968,977	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$6,238,295	\$0	\$0	\$2,362,388	\$3,875,907	\$0	\$0

Five-Year Capital Request List FY 2017-2022

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Community College of Aurora	Facilities / I.T. Building						
	CCF	\$4,117,744	\$0	\$0	\$4,117,744	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$4,117,744	\$0	\$0	\$4,117,744	\$0	\$0
	Administration Building Renovation						
	CCF	\$6,427,949	\$0	\$0	\$0	\$6,427,949	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$6,427,949	\$0	\$0	\$0	\$6,427,949	\$0
	Classroom Building Renovation						
	CCF	\$10,066,295	\$0	\$0	\$0	\$0	\$10,066,295
	CF	\$0	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$10,066,295	\$0	\$0	\$0	\$0	\$10,066,295	
CCA Sub-Total:	CCF	\$20,611,988	\$0	\$0	\$4,117,744	\$6,427,949	\$10,066,295
	CF	\$0	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$20,611,988	\$0	\$0	\$4,117,744	\$6,427,949	\$10,066,295
Community College of Denver	Boulder Creek						
	CCF	\$22,175,336	\$0	\$22,175,336	\$0	\$0	\$0
	CF	\$1,415,447	\$0	\$1,415,447	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$23,590,783	\$0	\$23,590,783	\$0	\$0	\$0
	St. Francis Building/Clear Creek						
	CCF	\$33,496,100	\$0	\$0	\$0	\$33,496,100	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$33,496,100	\$0	\$0	\$0	\$33,496,100	\$0
	Colfax/7th Street Building						
	CCF	\$66,308,050	\$0	\$0	\$0	\$0	\$0
	CF	\$0	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$66,308,050	\$0	\$0	\$0	\$0	\$66,308,050	

Five-Year Capital Request List FY 2017-2022

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Boulder Creek Backfill							
CCF	\$1,553,162	\$0	\$0	\$0	\$0	\$0	\$1,553,162
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,553,162	\$0	\$0	\$0	\$0	\$0	\$1,553,162
CCD Sub-Total:							
CCF	\$123,532,648	\$0	\$22,175,336	\$0	\$33,496,100	\$0	\$67,861,212
CF	\$1,415,447	\$0	\$1,415,447	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$124,948,095	\$0	\$23,590,783	\$0	\$33,496,100	\$0	\$67,861,212
Colorado Northwestern Community College							
Johnson Building Renovation and Expansion							
CCF	\$1,900,000	\$0	\$0	\$0	\$1,900,000	\$0	\$0
CF	\$5,068,192	\$0	\$0	\$0	\$5,068,192	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,968,192	\$0	\$0	\$0	\$6,968,192	\$0	\$0
Hefley Gymnasium renovation and Re-roof							
CCF	\$1,900,000	\$0	\$0	\$1,900,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,900,000	\$0	\$0	\$1,900,000	\$0	\$0	\$0
McLaughlin Office Building Remodel							
CCF	\$1,900,000	\$0	\$0	\$0	\$1,900,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,900,000	\$0	\$0	\$0	\$1,900,000	\$0	\$0
CNCC Sub-Total:							
CCF	\$5,700,000	\$0	\$0	\$1,900,000	\$3,800,000	\$0	\$0
CF	\$5,068,192	\$0	\$0	\$0	\$5,068,192	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$10,768,192	\$0	\$0	\$1,900,000	\$8,868,192	\$0	\$0
Front Range Community College							
Larimer Campus Allied Health & Nursing Building							
CCF	\$23,387,740	\$0	\$23,387,740	\$0	\$0	\$0	\$0
CF	\$8,552,190	\$0	\$8,552,190	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$31,939,930	\$0	\$31,939,930	\$0	\$0	\$0	\$0

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Boulder County Campus, Future Campus							
CCF	\$57,580,000	\$0	\$0	\$0	\$57,580,000	\$0	\$0
CF	\$5,000,000	\$0	\$0	\$0	\$5,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$62,580,000	\$0	\$0	\$0	\$62,580,000	\$0	\$0
FRCC Sub-Total:							
CCF	\$80,967,740	\$0	\$23,387,740	\$0	\$57,580,000	\$0	\$0
CF	\$13,552,190	\$0	\$8,552,190	\$0	\$5,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$94,519,930	\$0	\$31,939,930	\$0	\$62,580,000	\$0	\$0
Lamar Community College							
Technology Infrastructure							
CCF	\$651,704	\$0	\$651,704	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$651,704	\$0	\$651,704	\$0	\$0	\$0	\$0
Vocational Trades Building							
CCF	\$1,996,733	\$0	\$1,996,733	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,996,733	\$0	\$1,996,733	\$0	\$0	\$0	\$0
Bowman Building Renovation							
CCF	\$12,106,770	\$0	\$0	\$2,421,354	\$8,474,739	\$1,210,677	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$12,106,770	\$0	\$0	\$2,421,354	\$8,474,739	\$1,210,677	\$0
Trustees Building Renovation							
CCF	\$9,267,318	\$0	\$0	\$1,853,463	\$6,487,123	\$926,732	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$9,267,318	\$0	\$0	\$1,853,463	\$6,487,123	\$926,732	\$0
Bowman Administration Wing Renovation							
CCF	\$1,821,789	\$0	\$0	\$0	\$1,821,789	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,821,789	\$0	\$0	\$0	\$1,821,789	\$0	\$0

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Community Library							
CCF	\$15,766,041	\$0	\$0	\$0	\$3,153,208	\$11,036,229	\$1,576,604
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$15,766,041	\$0	\$0	\$0	\$3,153,208	\$11,036,229	\$1,576,604
LCC Sub-Total:							
CCF	\$41,610,355	\$0	\$2,648,437	\$4,274,817	\$19,936,859	\$13,173,638	\$1,576,604
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$41,610,355	\$0	\$2,648,437	\$4,274,817	\$19,936,859	\$13,173,638	\$1,576,604
Lowry Campus							
CCA Diesel Power School Building							
CCF	\$387,150	\$0	\$0	\$387,150	\$0	\$0	\$0
CF	\$129,740	\$0	\$0	\$129,740	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$516,890	\$0	\$0	\$516,890	\$0	\$0	\$0
CCA Gym							
CCF	\$805,840	\$0	\$0	\$0	\$805,840	\$0	\$0
CF	\$270,060	\$0	\$0	\$0	\$270,060	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,075,900	\$0	\$0	\$0	\$1,075,900	\$0	\$0
Lowry Sub-Total:							
CCF	\$1,192,990	\$0	\$0	\$387,150	\$805,840	\$0	\$0
CF	\$399,800	\$0	\$0	\$129,740	\$270,060	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,592,790	\$0	\$0	\$516,890	\$1,075,900	\$0	\$0
Morgan Community College							
Bennett Center Facility							
CCF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF	\$1,800,000	\$0	\$0	\$1,100,000	\$700,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,800,000	\$0	\$0	\$1,100,000	\$700,000	\$0	\$0
Cottonwood Hall Renovation and Expansion							
CCF	\$4,100,000	\$0	\$0	\$0	\$500,000	\$3,600,000	\$0
CF	\$2,100,000	\$0	\$0	\$0	\$100,000	\$2,000,000	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,200,000	\$0	\$0	\$0	\$600,000	\$5,600,000	\$0

Five-Year Capital Request List FY 2017-2022

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Fine Arts Programs Facility							
CCF	\$350,000	\$0	\$0	\$0	\$0	\$0	\$350,000
CF	\$700,000	\$0	\$0	\$0	\$0	\$0	\$700,000
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,050,000	\$0	\$0	\$0	\$0	\$0	\$1,050,000
MCC Sub-Total:							
CCF	\$4,450,000	\$0	\$0	\$0	\$500,000	\$3,600,000	\$350,000
CF	\$4,600,000	\$0	\$0	\$1,100,000	\$800,000	\$2,000,000	\$700,000
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$9,050,000	\$0	\$0	\$1,100,000	\$1,300,000	\$5,600,000	\$1,050,000
Northeastern Junior College							
Hays Student Center							
CCF	\$10,105,000	\$0	\$0	\$10,105,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$10,105,000	\$0	\$0	\$10,105,000	\$0	\$0	\$0
Beede Hamil Hall							
CCF	\$1,915,000	\$0	\$0	\$0	\$1,915,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,915,000	\$0	\$0	\$0	\$1,915,000	\$0	\$0
Cosmetology Building							
CCF	\$2,575,000	\$0	\$0	\$0	\$2,575,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$2,575,000	\$0	\$0	\$0	\$2,575,000	\$0	\$0
AG Building Phase 1							
CCF	\$5,827,850	\$0	\$0	\$0	\$0	\$5,827,850	\$0
CF	\$450,000	\$0	\$0	\$0	\$0	\$450,000	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,277,850	\$0	\$0	\$0	\$0	\$6,277,850	\$0
AG Building Phase 2							
CCF	\$2,477,150	\$0	\$0	\$0	\$0	\$0	\$2,477,150
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$2,477,150	\$0	\$0	\$0	\$0	\$0	\$2,477,150

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Walker Hall Renovation							
CCF	\$3,862,500	\$0	\$0	\$0	\$0	\$0	\$3,862,500
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,862,500	\$0	\$0	\$0	\$0	\$0	\$3,862,500
Maintenance Building							
CCF	\$3,862,500	\$0	\$0	\$3,862,500	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,862,500	\$0	\$0	\$3,862,500	\$0	\$0	\$0
New Residence Hall							
CCF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF	\$12,000,000	\$0	\$0	\$12,000,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$12,000,000	\$0	\$0	\$12,000,000	\$0	\$0	\$0
North Campus Athletic Facilities							
CCF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF	\$4,500,000	\$0	\$0	\$2,000,000	\$1,500,000	\$1,000,000	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$4,500,000	\$0	\$0	\$2,000,000	\$1,500,000	\$1,000,000	\$0
NJC Sub-Total:							
CCF	\$30,625,000	\$0	\$0	\$13,967,500	\$4,490,000	\$5,827,850	\$6,339,650
CF	\$16,950,000	\$0	\$0	\$14,000,000	\$1,500,000	\$1,450,000	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$47,575,000	\$0	\$0	\$27,967,500	\$5,990,000	\$7,277,850	\$6,339,650
Otero Junior College							
OJC Communication Tech Upg							
CCF	\$507,375	\$0	\$507,375	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$507,375	\$0	\$507,375	\$0	\$0	\$0	\$0
Technology Infrastructure							
CCF	\$600,000	\$0	\$0	\$600,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$600,000	\$0	\$0	\$600,000	\$0	\$0	\$0

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Technology Infrastructure							
CCF	\$650,000	\$0	\$0	\$0	\$650,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$650,000	\$0	\$0	\$0	\$650,000	\$0	\$0
Technology Infrastructure							
CCF	\$700,000	\$0	\$0	\$0	\$0	\$700,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$700,000	\$0	\$0	\$0	\$0	\$700,000	\$0
Technology Infrastructure							
CCF	\$575,000	\$0	\$0	\$0	\$0	\$0	\$575,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$575,000	\$0	\$0	\$0	\$0	\$0	\$575,000
Agriculture/Science Remodel							
CCF	\$1,393,800	\$0	\$1,393,800	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,393,800	\$0	\$1,393,800	\$0	\$0	\$0	\$0
McDivitt Center Remodel							
CCF	\$700,000	\$0	\$0	\$700,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$700,000	\$0	\$0	\$700,000	\$0	\$0	\$0
Humanities Center Remodel							
CCF	\$7,500,000	\$0	\$0	\$0	\$7,500,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,500,000	\$0	\$0	\$0	\$7,500,000	\$0	\$0
McBride Hall Remodel							
CCF	\$7,500,000	\$0	\$0	\$0	\$0	\$0	\$7,500,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,500,000	\$0	\$0	\$0	\$0	\$0	\$7,500,000

Five-Year Capital Request List FY 2017-2022

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
OJC Sub-Total:								
CCF		\$20,126,175	\$0	\$1,901,175	\$1,300,000	\$8,150,000	\$700,000	\$8,075,000
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$20,126,175	\$0	\$1,901,175	\$1,300,000	\$8,150,000	\$700,000	\$8,075,000
Pueblo Community College								
Weld Shop Renovation								
CCF		\$1,349,041	\$0	\$1,349,041	\$0	\$0	\$0	\$0
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$1,349,041	\$0	\$1,349,041	\$0	\$0	\$0	\$0
Dental Hygiene/Dental Clinic Consolidation								
CCF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF		\$2,000,000	\$0	\$0	\$2,000,000	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$2,000,000	\$0	\$0	\$2,000,000	\$0	\$0	\$0
MT/CUA Renovation								
CCF		\$1,500,000	\$0	\$0	\$0	\$1,500,000	\$0	\$0
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$1,500,000	\$0	\$0	\$0	\$1,500,000	\$0	\$0
Wireless Networking/Related Technology								
CCF		\$1,280,550	\$0	\$1,280,550	\$0	\$0	\$0	\$0
CF		\$426,850	\$0	\$426,850	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$1,707,400	\$0	\$1,707,400	\$0	\$0	\$0	\$0
PCC Sub-Total:								
CCF		\$4,129,591	\$0	\$2,629,591	\$0	\$1,500,000	\$0	\$0
CF		\$2,426,850	\$0	\$426,850	\$2,000,000	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$6,556,441	\$0	\$3,056,441	\$2,000,000	\$1,500,000	\$0	\$0
Pikes Peak Community College								
Campus ER Notification and Power								
CCF		\$1,653,360	\$0	\$1,653,360	\$0	\$0	\$0	\$0
CF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF		\$1,653,360	\$0	\$1,653,360	\$0	\$0	\$0	\$0

Five-Year Capital Request List FY 2017-2022

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Student Learning Commons & Black Box - Downtown Studio Campus							
CCF	\$4,847,735	\$0	\$4,847,735	\$0	\$0	\$0	\$0
CF	\$1,703,260	\$0	\$1,703,260	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,550,995	\$0	\$6,550,995	\$0	\$0	\$0	\$0
Breckenridge Bldg. Remodel & Facility Maintenance Bldg - CC							
CCF	\$4,210,000	\$0	\$0	\$3,100,000	\$1,110,000	\$0	\$0
CF	\$1,480,000	\$0	\$0	\$1,090,000	\$390,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$5,690,000	\$0	\$0	\$4,190,000	\$1,500,000	\$0	\$0
Landscape/Signage/Road - Centennial Campus							
CCF	\$2,664,000	\$0	\$0	\$2,664,000	\$0	\$0	\$0
CF	\$936,000	\$0	\$0	\$936,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,600,000	\$0	\$0	\$3,600,000	\$0	\$0	\$0
DTSC West Renovation - Downtown Studio Campus							
CCF	\$14,800,000	\$0	\$0	\$14,800,000	\$0	\$0	\$0
CF	\$5,200,000	\$0	\$0	\$5,200,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,000,000	\$0	\$0	\$20,000,000	\$0	\$0	\$0
West Campus - Teller County							
CCF	\$10,360,000	\$0	\$0	\$0	\$10,360,000	\$0	\$0
CF	\$3,640,000	\$0	\$0	\$0	\$3,640,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$14,000,000	\$0	\$0	\$0	\$14,000,000	\$0	\$0
East Campus							
CCF	\$10,360,000	\$0	\$0	\$0	\$0	\$10,360,000	\$0
CF	\$3,640,000	\$0	\$0	\$0	\$0	\$3,640,000	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$14,000,000	\$0	\$0	\$0	\$0	\$14,000,000	\$0
Allied Health Bldg. - Rampart Range Campus							
CCF	\$18,500,000	\$0	\$0	\$0	\$0	\$0	\$18,500,000
CF	\$6,500,000	\$0	\$0	\$0	\$0	\$0	\$6,500,000
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$25,000,000	\$0	\$0	\$0	\$0	\$0	\$25,000,000

Five-Year Capital Request List FY 2017-2022

		Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
PPCC Sub-Total:	CCF	\$67,395,095	\$0	\$6,501,095	\$20,564,000	\$11,470,000	\$10,360,000	\$18,500,000
	CF	\$23,099,260	\$0	\$1,703,260	\$7,226,000	\$4,030,000	\$3,640,000	\$6,500,000
	RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$90,494,355	\$0	\$8,204,355	\$27,790,000	\$15,500,000	\$14,000,000	\$25,000,000
	Red Rocks Community College							
Lakewood Classroom Renovation								
CCF	\$18,684,844	\$0	\$0	\$18,684,844	\$0	\$0	\$0	\$0
CF	\$6,228,281	\$0	\$0	\$6,228,281	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$24,913,125	\$0	\$0	\$24,913,125	\$0	\$0	\$0	\$0
Construction Technology Center Renovation and Expansion								
CCF	\$9,180,000	\$0	\$0	\$0	\$9,180,000	\$0	\$0	\$0
CF	\$2,295,000	\$0	\$0	\$0	\$2,295,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$11,475,000	\$0	\$0	\$0	\$11,475,000	\$0	\$0	\$0
Learning Commons and Library Renovation								
CCF	\$4,687,500	\$0	\$0	\$0	\$4,687,500	\$0	\$0	\$0
CF	\$1,562,500	\$0	\$0	\$0	\$1,562,500	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,250,000	\$0	\$0	\$0	\$6,250,000	\$0	\$0	\$0
Renovation Arvada Cafeteria Building for Science and Health								
CCF	\$5,100,000	\$0	\$0	\$0	\$0	\$5,100,000	\$0	\$0
CF	\$1,275,000	\$0	\$0	\$0	\$0	\$1,275,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,375,000	\$0	\$0	\$0	\$0	\$6,375,000	\$0	\$0
RRCC Sub-Total:	CCF	\$37,652,344	\$0	\$0	\$18,684,844	\$13,867,500	\$5,100,000	\$0
	CF	\$11,360,781	\$0	\$0	\$6,228,281	\$3,857,500	\$1,275,000	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$49,013,125	\$0	\$0	\$24,913,125	\$17,725,000	\$6,375,000	\$0
	Trinidad State Junior College							
Freudenthal Library Renovation								
CCF	\$1,700,000	\$0	\$0	\$1,700,000	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,700,000	\$0	\$0	\$1,700,000	\$0	\$0	\$0	\$0

Five-Year Capital Request List FY 2017-2022

	Total	Prior Appropriations	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22	
Trinidad State Junior College Valley Campus Phase 1								
CCF	\$15,727,449	\$0	\$0	\$0	\$15,727,449	\$0	\$0	
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$15,727,449	\$0	\$0	\$0	\$15,727,449	\$0	\$0	
Massari Renovation								
CCF	\$858,000	\$0	\$0	\$0	\$858,000	\$0	\$0	
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$858,000	\$0	\$0	\$0	\$858,000	\$0	\$0	
Replace Internal Data Infrastructure College Wide								
CCF	\$1,650,000	\$0	\$0	\$0	\$0	\$0	\$1,650,000	
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$1,650,000	\$0	\$0	\$0	\$0	\$0	\$1,650,000	
Berg Fourth Floor Remodel								
CCF	\$575,000	\$0	\$0	\$0	\$0	\$0	\$575,000	
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
TF	\$575,000	\$0	\$0	\$0	\$0	\$0	\$575,000	
TSJC Sub-Total:	CCF	\$20,510,449	\$0	\$0	\$1,700,000	\$16,585,449	\$0	\$2,225,000
	CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$20,510,449	\$0	\$0	\$1,700,000	\$16,585,449	\$0	\$2,225,000
CCCS Total:	CCF	\$463,183,096	\$0	\$59,243,374	\$68,667,846	\$181,516,627	\$48,827,783	\$104,927,466
	CF	\$80,432,094	\$0	\$12,097,747	\$31,274,618	\$21,494,729	\$8,365,000	\$7,200,000
	RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$543,615,190	\$0	\$71,341,121	\$99,942,464	\$203,011,356	\$57,192,783	\$112,127,466
Higher Education Institutions Total	CCF	\$1,496,124,634	\$20,000,000	\$403,530,286	\$339,829,117	\$341,425,507	\$137,796,444	\$253,543,281
	CF	\$522,175,684	\$45,503,300	\$239,754,840	\$126,028,141	\$74,133,637	\$17,805,766	\$18,950,000
	RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TF	\$2,018,300,318	\$65,503,300	\$643,285,126	\$465,857,258	\$415,559,144	\$155,602,210	\$272,493,281

TOPIC: FIVE-YEAR STATE FUNDED CAPITAL PROGRAM LIST

PREPARED BY: CATHERINE OLUKOTUN, LEAD FINANCE ANALYST

I. SUMMARY

This consent item is to approve the Five-Year State Funded Capital Program list for FY 2017-18 through FY 2021-22.

II. BACKGROUND

C.R.S. 23-1-106(7) requires Governing Boards to annually submit a list of Five-Year State Funded Capital Projects to the Colorado Commission on Higher Education (CCHE), which the Department of Higher Education (DHE) then compiles into a comprehensive report for review by CCHE. Once approved by CCHE, the list is transmitted to the Office of State Planning and Budgeting (OSPB) and the General Assembly.

Governing Boards approve and prioritize the five-year plans before submitting the plans for review. Department staff reviews the projects, and creates a summary list of all Five-Year Lists. In their analysis, Department staff ensures that projects are in line with institutional master plans. The Five-Year List provides CCHE with information about institutional long-range planning, but is non-binding and can be changed to reflect shifts in institutional priorities or cost.

Projects listed on the Five-Year State Funded Capital Program List may include cash or federal funds. However, any project that requests state funds is considered a state funded project, not a cash funded project. These projects are included on the five-year list while entirely cash funded projects are placed on the two-year list.

III. STAFF ANALYSIS

The Five-Year State Funded Capital Program list for FY 2017-18 through FY 2021-22 contains 125 capital construction projects with a projected total cost for all projects at a little over \$2.02 billion (excluding funds already appropriated for other projects). Attachment A includes the final Five-Year State Funded Capital Program list.

Table 1 displays the total higher education state funding needs as reported on the Five-Year List by funding type including totals for Capital Construction Funds (CCF or state funds), Cash Funds (CF), and Federal Funds (FF). The total projected five-year need is about \$2.02 billion, of which about \$1.43 billion would be from state funding and \$592.5 from cash funds. These figures do not include funds appropriated for projects in prior years.

**Table 1:
Five-Year State Funded Capital Program
FY 2017-18 to FY 2021-22**

	Five-Year Request	Current Year Request
CCF	\$1,496,124,584	\$403,530,236**

CF	\$592,475,684	\$248,154,840
FF	\$0.00	\$0.00
TF	\$2,023,096,968	\$651,685,076

**** This amount includes the CSU- Fort Collins CCF request of \$50.0 million and CF of \$123.4 million for the National Western Center projects submitted in FY 2017-18.**

Actual revenue forecasting for the state indicates that it is unlikely that a sufficient level of funding will be available to meet five-year needs. As a result, the current trend in capital funding – financing projects through cash sources such as student fees, cash reserves, grants, private donations, and bonds backed by institutional revenue - will continue.

The dollar amounts on this year’s Five-Year List are likely to change on future lists to reflect inflation and as schools revise requests with additional cost information. In addition, some projects also disappear and reappear on the list over time as priorities change from one year to the next. This expected change makes comparing Five-Year Lists difficult because institutional priorities and costs shift over time. However, institutions have continued to make sizable cash contributions to state-funded capital requests, and this trend continues to grow.

III. STAFF RECOMMENDATION

Staff recommends the Commission approve the Five-Year State Funded Capital Program for FY 2017-18 through FY 2021-22 and forward it to the Governor, the Office of State Planning and Budgeting, the Capital Development Committee and the Joint Budget Committee.

IV. STATUTORY AUTHORITY

C.R.S. 23-1-106(7)(a) The commission annually shall prepare a unified, five-year capital improvements report of projects to be constructed, but not including those capital construction or capital renewal projects to be undertaken pursuant to subsection (9) of this section, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the office of the state architect, the capital development committee, and the joint budget committee, consistent with the executive budget timetable, together with a recommended priority of funding of capital construction or capital renewal projects for the system of public higher education. The commission shall annually transmit the recommended priority of funding of capital construction or capital renewal projects to the capital development committee no later than November 1 of each year.

ATTACHMENT

- Five-Year State Funded Capital Program FY 2017-18 to FY 2021-22

**Colorado Department of Higher Education
Two-Year Cash Funded Capital Program FY 2016-17 to FY 2017-18
By Governing Board**

Colorado Mesa University

Project Title: Student Parking Structure		Project Type: New Construction		Project Category: Auxiliary	
Funding Source	Project Cost	Intercept Project: Yes	Est. Start Date: September-17		
Cash Funds CF	\$ 14,832,918	DHE Approved Program Plan: No	Est. Completion Date: December-18		
Federal Funds FF	\$ -	List Approval Date (month/year): Pending	Funding Method: Other		
Total Funds TF	\$ 14,832,918				

Project Title: Maverick Teaching Hotel		Project Type: New Construction		Project Category: Auxiliary	
Funding Source	Project Cost	Intercept Project: Yes	Est. Start Date: October-17		
Cash Funds CF	\$ 15,776,160	DHE Approved Program Plan: No	Est. Completion Date: November-18		
Federal Funds FF	\$ -	List Approval Date (month/year): Pending	Funding Method: Other		
Total Funds TF	\$ 15,776,160				

Project Title: Student Housing Phase VIIIB		Project Type: New Construction		Project Category: Auxiliary	
Funding Source	Project Cost	Intercept Project: Yes	Est. Start Date: June-17		
Cash Funds CF	\$ 11,400,000	DHE Approved Program Plan: No	Est. Completion Date: July-18		
Federal Funds FF	\$ -	List Approval Date (month/year): Pending	Funding Method: Other		
Total Funds TF	\$ 11,400,000				

Project Title:		Project Type:		Project Category:	
Funding Source	Project Cost	Intercept Project:	Est. Start Date:		
Cash Funds CF		DHE Approved Program Plan:	Est. Completion Date:		
Federal Funds FF	\$ -	List Approval Date (month/year):	Funding Method:		
Total Funds TF	\$ -				

CMU Total:	CF	\$ 42,009,078	Intercept Academic:	0
	FF	\$ -	Intercept Auxiliary:	3
	TF	\$ 42,009,078	Non-Intercept Academic:	0
			Non-Intercept Auxiliary:	0
			Total Projects:	3

Colorado School of Mines

Project Title: Green Center Chiller		Project Type: Renovation		Project Category: Academic	
Funding Source	Total Project Cost	Intercept Project: Yes	Est. Start Date: TBD		
Cash Funds CF	\$ 8,600,000	DHE Approved Program Plan: Yes	Est. Completion Date: TBD		
Federal Funds FF	\$ -	List Approval Date (month/year): October-15	Funding Method: Other		
Total Funds TF	\$ 8,600,000				

Project Title: Center for Innovative Teaching and Learning		Project Type: New Construction		Project Category: Academic	
Funding Source	Total Project Cost	Intercept Project: No	Est. Start Date: June-17		
Cash Funds CF	\$ 30,000,000	DHE Approved Program Plan: N/A	Est. Completion Date: December-19		
Federal Funds FF	\$ -	List Approval Date (month/year): Pending	Funding Method: Gift/Donation		
Total Funds TF	\$ 30,000,000				

Project Title: Parking Garage		Project Type: New Construction		Project Category: Auxiliary	
Funding Source	Total Project Cost	Intercept Project: No	Est. Start Date: February-17		
Cash Funds CF	\$ 23,000,000	DHE Approved Program Plan: N/A	Est. Completion Date: March-19		
Federal Funds FF	\$ -	List Approval Date (month/year): Pending	Funding Method: Other		
Total Funds TF	\$ 23,000,000				

Project Title: Campus Generators		Project Type: New Construction		Project Category: Auxiliary	
Funding Source	Total Project Cost	Intercept Project: No	Est. Start Date: June-17		
Cash Funds CF	\$ 6,000,000	DHE Approved Program Plan: N/A	Est. Completion Date: December-17		
Federal Funds FF	\$ -	List Approval Date (month/year): Pending	Funding Method: Other		
Total Funds TF	\$ 6,000,000				

Project Title: Engineering Annex Renovation		Project Type: Renovation		Project Category: Academic	
Funding Source	Total Project Cost	Intercept Project: Yes	Est. Start Date: May-16		
Cash Funds CF	\$ 2,700,000	DHE Approved Program Plan: No	Est. Completion Date: May-18		
Federal Funds FF	\$ -	List Approval Date (month/year): Pending	Funding Method: Other		
Total Funds TF	\$ 2,700,000				

CSM Total:	CF	\$ 70,300,000	Intercept Academic:	2
	FF	\$ -	Intercept Auxiliary:	0
	TF	\$ 70,300,000	Non-Intercept Academic:	1
			Non-Intercept Auxiliary:	2
			Total Projects:	5

Colorado State University - Fort Collins									
Project Title:		LSC West Lawn and Lagoon Upgrade							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	2,000,000	Renovation and Expansion	Intercept Project:	Auxiliary	Est. Start Date:	March-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	No	Est. Completion Date:	August-17		
Total Funds	TF	\$	2,000,000	List Approval Date (month/year)	N/A	Funding Method:	Non-Appropriated Fee		
					Jan-15				
Project Title:		Human Performance and Clinical Research Laboratory Addition							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	2,500,000	Renovation and Expansion	Intercept Project:	Academic	Est. Start Date:	June-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	No	Est. Completion Date:	January-18		
Total Funds	TF	\$	2,500,000	List Approval Date (month/year)	N/A	Funding Method:	Gift/Donation		
					Mar-16				
Project Title:		South Campus Infrastructure							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	11,300,000	Renovation and Expansion	Intercept Project:	Academic	Est. Start Date:	March-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	Yes	Est. Completion Date:	August-18		
Total Funds	TF	\$	11,300,000	List Approval Date (month/year)	Yes	Funding Method:	Other		
					March-16				
Project Title:		Prospect Road Underpass							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	6,000,000	New Construction	Intercept Project:	Auxiliary	Est. Start Date:	November-15	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	Yes	Est. Completion Date:	September-16		
Total Funds	TF	\$	6,000,000	List Approval Date (month/year)	Yes	Funding Method:	Non-Appropriated Fee		
					Oct-15				
Project Title:		Purchase of Whitcomb Street Houses							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	2,300,000	New Acquisition	Intercept Project:	Auxiliary	Est. Start Date:	May-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	No	Est. Completion Date:	May-16		
Total Funds	TF	\$	2,300,000	List Approval Date (month/year)	N/A	Funding Method:	Other		
					Mar-16				
Project Title:		JBS Food Innovation Center in honor of Gary and Kay Smith							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	14,100,000	Renovation and Expansion	Intercept Project:	Academic	Est. Start Date:	October-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	No	Est. Completion Date:	December-18		
Total Funds	TF	\$	14,100,000	List Approval Date (month/year)	N/A	Funding Method:	Gift/Donation		
					Aug-16				
Project Title:		Warner College of Natural Resources Addition							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	20,200,000	Renovation and Expansion	Intercept Project:	Academic	Est. Start Date:	October-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	No	Est. Completion Date:	December-18		
Total Funds	TF	\$	20,200,000	List Approval Date (month/year)	N/A	Funding Method:	Gift/Donation		
					Aug-16				
Project Title:		Shields St Underpass and at grade improvements							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	10,800,000	New Construction	Intercept Project:	Auxiliary	Est. Start Date:	October-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	No	Est. Completion Date:	August-17		
Total Funds	TF	\$	10,800,000	List Approval Date (month/year)	N/A	Funding Method:	Other		
					Aug-16				

Project Title:		Temple Grandin Equine Center					
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	8,500,000	New Construction		Academic	
Federal Funds	FF	\$	-	Intercept Project:	No	Est. Start Date:	October-16
				DHE Approved Program Plan:	N/A	Est. Completion Date:	August-18
Total Funds	TF	\$	8,500,000	List Approval Date (month/year)	Aug-16	Funding Method:	Gift/Donation
Project Title:		Richardson Design Center					
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	16,500,000	New Construction		Academic	
Federal Funds	FF	\$	-	Intercept Project:	No	Est. Start Date:	October-16
				DHE Approved Program Plan:	N/A	Est. Completion Date:	January-19
Total Funds	TF	\$	16,500,000	List Approval Date (month/year)	Aug-16	Funding Method:	Gift/Donation
Project Title:		Athletic Practice Fields and Heritage Garden					
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	4,000,000	New Construction		Auxiliary	
Federal Funds	FF	\$	-	Intercept Project:	No	Est. Start Date:	October-16
				DHE Approved Program Plan:	N/A	Est. Completion Date:	August-17
Total Funds	TF	\$	4,000,000	List Approval Date (month/year)	Aug-16	Funding Method:	Gift/Donation
CSU-FC Total:		CF		Intercept Academic:		1	
		\$	98,200,000	Intercept Auxiliary:		1	
		\$	-	Non-Intercept Academic:		5	
		\$	98,200,000	Non-Intercept Auxiliary:		4	
				Total Projects:		11	
University of Colorado System							
<i>University of Colorado - Boulder</i>							
Project Title:		Aerospace Engineering Sciences Building - Design Only					
Funding Source		Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	5,503,300	New Construction		Academic	
Federal Funds	FF	\$	-	Intercept Project:	No	Est. Start Date:	August-16
				DHE Approved Program Plan:	N/A	Est. Completion Date:	Spring 2019
Total Funds	TF	\$	5,503,300	List Approval Date (month/year)	October-15	Funding Method:	Other
<i>University of Colorado - Colorado Springs</i>							
Project Title:		Indoor Practice Facility and Baseball Diamond					
Funding Source		Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	12,000,000	Renovation and Expansion		Auxiliary	
Federal Funds	FF	\$	-	Intercept Project:	No	Est. Start Date:	October-16
				DHE Approved Program Plan:	N/A	Est. Completion Date:	January-18
Total Funds	TF	\$	12,000,000	List Approval Date (month/year)	September-16	Funding Method:	Non-Appropriated Fee
UC System Total:		CF		Intercept Academic:		0	
		\$	17,503,300	Intercept Auxiliary:		0	
		\$	-	Non-Intercept Academic:		1	
		\$	17,503,300	Non-Intercept Auxiliary:		1	
				Total Projects:		2	

Fort Lewis College

Project Title:		Bader / Snyder Hall Improvements Phase 3				
Funding Source	Project Cost	Project Type:	Renovation and Expansion	Project Category:	Auxiliary	
Cash Funds CF	\$ 4,000,000	Intercept Project:	No	Est. Start Date:	TBD	
Federal Funds FF	\$ -	DHE Approved Program Plan:	N/A	Est. Completion Date:	TBD	
Total Funds TF	\$ 4,000,000	List Approval Date (month/year)	March-16	Funding Method:	Non-Appropriated Fee	
FLC Total:		Intercept Academic:	0			
CF	\$ 4,000,000	Intercept Auxiliary:	0			
FF	\$ -	Non-Intercept Academic:	0			
TF	\$ 4,000,000	Non-Intercept Auxiliary:	1			
		Total Projects:	1			

Metropolitan State University of Denver

Project Title:		Brewing Operations Labs				
Funding Source	Project Cost	Project Type:	Renovation and Expansion	Project Category:	Academic	
Cash Funds CF	\$ 6,000,000	Intercept Project:	No	Est. Start Date:	September-16	
Federal Funds FF	\$ -	DHE Approved Program Plan:	N/A	Est. Completion Date:	August-18	
Total Funds TF	\$ 6,000,000	List Approval Date (month/year)	Pending	Funding Method:	Non-Appropriated Fee	
Project Title:		Physics Renovation and Move				
Funding Source	Project Cost	Project Type:	Renovation	Project Category:	Academic	
Cash Funds CF	\$ 2,510,368	Intercept Project:	No	Est. Start Date:	July-17	
Federal Funds FF	\$ -	DHE Approved Program Plan:	N/A	Est. Completion Date:	January-18	
Total Funds TF	\$ 2,510,368	List Approval Date (month/year)	September-14	Funding Method:	Non-Appropriated Fee	
MSU-D Total:		Intercept Academic:	0			
CF	\$ 8,510,368	Intercept Auxiliary:	0			
FF	\$ -	Non-Intercept Academic:	2			
TF	\$ 8,510,368	Non-Intercept Auxiliary:	0			
		Total Projects:	2			

Higher Education Total		Intercept Academic:	4		
CF	\$ 240,522,746	Intercept Auxiliary:	4		
FF	\$ -	Non-Intercept Academic:	9		
TF	\$ 240,522,746	Non-Intercept Auxiliary:	8		
		Total Projects:	25		

TOPIC: MID-COURSE REVIEW OF THE CCHE MASTER PLAN

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I. SUMMARY

This discussion item is a continuation of the Commission's 5-year review and update of the CCHE's Master Plan (2012 -2022).

The focus for this month is for Commissioners to have an in depth discussion about the content of the four goals, including the "Targets" and "Indicators of Success" that were included in the Master Plan for each goal. In addition, to consider and discuss the questions outlined for each goal, which generally seek to answer the following:

- Are these the correct "Targets"?
- Are these the correct "Indicators of Success"?
- What is missing?

Staff will incorporate the Commission's discussion into the first round of edits to the Master Plan, which will be presented to Commissioners at the February 2017 meeting for initial reactions and feedback.

II. BACKGROUND

REVISITING THE MASTER PLAN

We have begun an iterative process, to be conducted over this year's Commission meetings, to revisit the Master Plan with the goal of discussing its continued relevance and incorporating updated data and information. We anticipate that these discussions will culminate with a May 2017 Discussion Item and June 2017 Action Item on the CCHE agendas to adopt an updated Master Plan.

During the spring, the Department will be working with governing boards to revisit and negotiate new performance contracts that will be effective July 1, 2017.

PROGRESS TO-DATE

- **August 2016 Retreat** - Commissioners learned how we are tracking progress on the statewide goals; what that progress has been; and, what activities the Department and institutions have been engaged in to realize these goals.

- **September 2016 CCHE Meeting** – Commissioners discussed the goals laid out in the 2012 Master Plan; learned what the progress has been made; and affirmed that these goals are still important and applicable today, acknowledging that some data and information will need to be updated and some adjustments made.
- **October 2016 CCHE Meeting** – Commissioners learned about how the 66% attainment goal was initially established; how the Department is tracking that progress; and, what is needed to meet that goal. Commissioners asked for some additional information to be brought back in December for further discussion. Staff is seeking direction from the Commission about retaining this goal and its structure.

CALENDAR OF NEXT STEPS

MEETING DATE	MEETING GOALS
CCHE Meeting - February 3 rd	<ul style="list-style-type: none"> • Initial Revisions to Master Plan – Discussion by Commissioners and Direction to Staff
CCHE Meeting - March 3 rd	<ul style="list-style-type: none"> • Continued Discussion – Revisions to Master Plan • Status Update - Performance Contracts
CCHE Meeting - April 7 th	<ul style="list-style-type: none"> • Continued Discussion – Revisions to Master Plan • Status Update - Performance Contracts
CCHE Meeting - May 5 th	<ul style="list-style-type: none"> • Agenda Item - Discussion: Revisions to Master Plan • Agenda Item - Discussion: Updated Performance Contracts
CCHE Meeting - June 1 st	<ul style="list-style-type: none"> • Agenda Item - Action: Revisions to Master Plan • Agenda Item - Action: Updated Performance Contracts

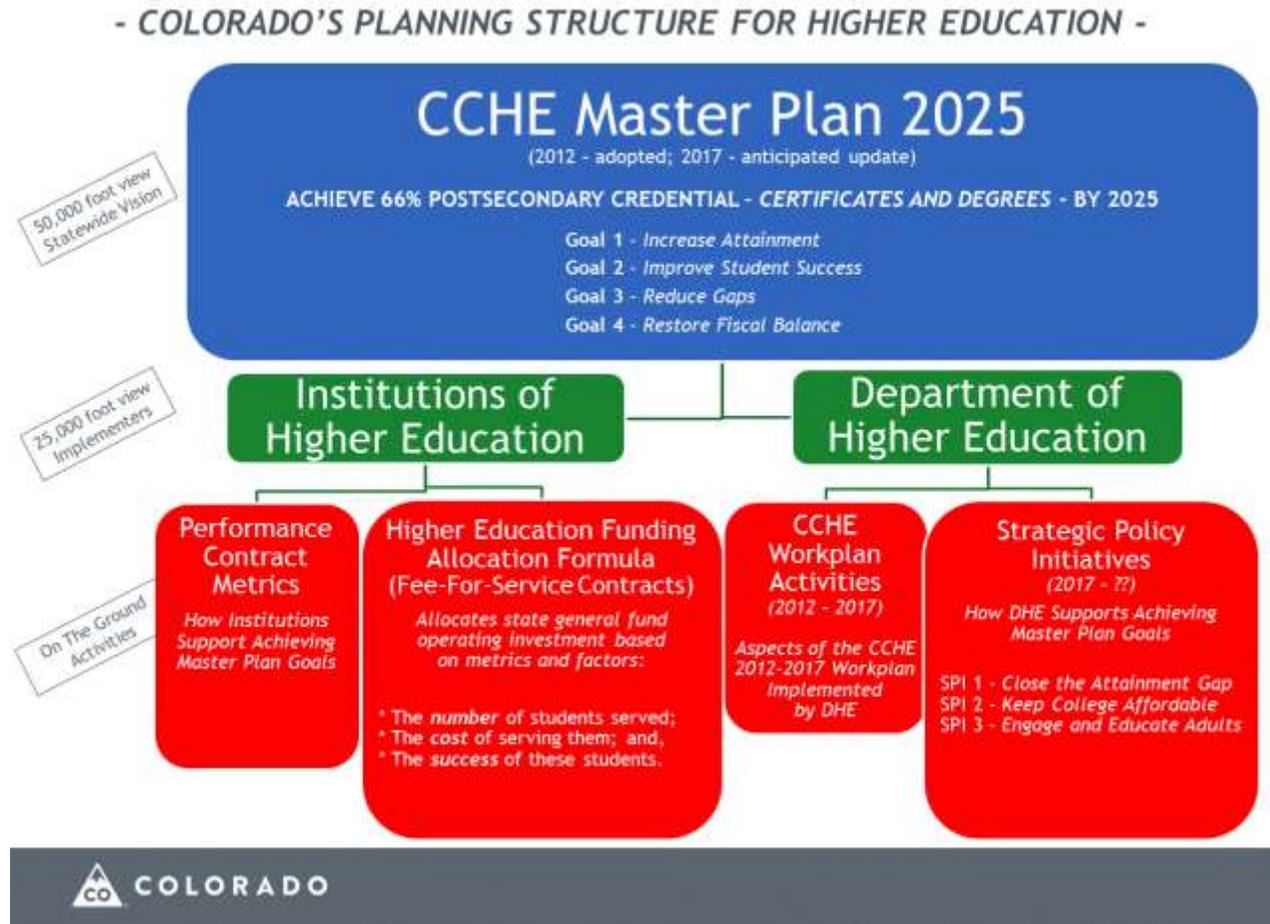
HIGHLIGHT OF CCHE's MASTER PLAN

The CCHE issued “*Colorado Competes, a Completion Agenda for Higher Education*”, in 2012, setting goals and a vision for higher education in Colorado. The plan identifies a primary performance goal of increasing the number of Coloradans who hold a postsecondary credential – certificates and degrees - to 66%. Currently, the Colorado rate is about 54%. The benefits (social, economic, civic) of increasing postsecondary attainment are well documented and growing in value. The Master Plan includes three complementary goals, as follows:

- **Goal 2** - *Improve Student Success*
- **Goal 3** - *Reduce Gaps*
- **Goal 4** - *Restore Fiscal Balance*

HOW ARE THE MASTER PLAN GOALS BEING ACHIEVED?

The Master Plan envisions the work of increasing credentials, improving student success and reducing gaps as the responsibility of institutions of higher education, the Department and CCHE.



Following are the key responsibilities of each:

- **Governing Boards of Public Institutions of Higher Education** - Governing boards are individually executing activities that support the overall statewide goals in a variety of ways that reflect their individual role and mission. As required by statute, individual Fee-for-Service Contracts and Performance Contracts outline state goals and outcomes.
- **Department of Higher Education** – The Department reviewed all of its programs and activities for relevance to the Master Plan goals. We then developed three Strategic Policy Initiatives (SPIs) that encompass all divisions of the Department, are within our control to influence and achieve, and that we believe will contribute to progress on the overall Master Plan goals.
 - **SPI 1** - Close the Attainment Gap
 - **SPI 2** - Keep College Affordable
 - **SPI 3** - Engage and Educate Adults

- **CCHE–The Master Plan** included a 5-year work plan, which outlined specific activities that the CCHE expected to accomplish between 2012 and 2017. CCHE has completed almost all items in the work plan (see attached Summary Update, which was also provided at the August retreat).

III. STAFF ANALYSIS

The attached Commissioner Brief summarizes the importance of meeting our Master Plan goals and the significant work our institutions of higher education, the Department of Higher Education (DHE), and the Colorado Commission on Higher Education (CCHE) have engaged in to achieve these goals.

After a brief discussion of the overall attainment goal, the Brief presents the Targets and Indicators of Progress (outlined beginning on page 3 of this document) that were included in the 2012 adopted Master Plan for each Goal, as well as some Discussion Topics identified by staff for Commissioner discussion.

Staff will incorporate the Commission’s discussion into the first round of edits to the Master Plan, which will be presented to Commissioners at the February 2017 meeting for initial reactions and feedback.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission recommit to the 66% attainment goal for ages 24-35 and provide further guidance to staff on the content, Targets and Indicators of Success, and the “Discussion Topics” posed in the Commissioner Brief (attached).

V. STATUTORY AUTHORITY

C.R.S. 23-1-108 Duties and powers of the commission with regard to systemwide planning

(1) The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

(a) Establish a policy-based and continuing systemwide planning, programming, and coordination process to effect the best use of available resources;

(b) Establish such academic and vocational education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access, diversity, efficiency, and accountability. Such planning shall include identification by each governing board of programs of excellence at institutions under their control and plans for enhancement and improvement for those programs.

C.R.S. 23-1-108 (1.5) (a) On or before September 1, 2012, the commission shall develop and submit to the governor and the general assembly a new master plan for Colorado postsecondary education. The commission shall collaborate with the governing boards and chief executive

officers of the state institutions of higher education in developing the master plan. In addition, the commission shall take into account the final report of the higher education strategic planning steering committee appointed by the governor. In drafting the master plan, addressing the issues specified in paragraph (b) of this subsection (1.5), and establishing the goals as described in paragraph (c) of this subsection (1.5) for the state system of higher education, the commission shall also take into consideration the data collected pursuant to subsection (1.7) of this section.

(b) At a minimum, the commission shall address the following issues in developing the master plan:

(I) The needs of the state with regard to the system of higher education and the top priorities for the state system of higher education in meeting those needs;

(II) Alignment of the state system of higher education with the system of elementary and secondary education and increasing the rate at which students who graduate from Colorado high schools enroll in and complete postsecondary and career and technical education;

(III) Accessibility and affordability of the state system of higher education, including consideration of methods to reduce the student debt load and increase need-based financial aid funding;

(IV) Funding for the state system of higher education and strategies for stabilizing and sustaining an adequate funding level;

(V) The role and mission of the state institutions of higher education and the governance structure of the state system of higher education;

(VI) The role of two-year and four-year junior colleges and area technical colleges in helping to address the workforce and economic development needs of the state within the system of higher education; and

(VII) The importance of private and proprietary institutions with regard to higher education in the state, although consideration of said institutions in the plan in no way implies control or state authority over their operations.

(c) The commission shall design the master plan to achieve, at a minimum, the following goals:

(I) Increasing the overall number of baccalaureate degrees, associate degrees, and career and technical education certificates issued by the public institutions of higher education in the state, while maintaining accessibility to the institutions, to provide support for economic development and a well-educated workforce for the business community in the state;

(II) Implementing systemic approaches, including coordinated and proven transitional programs, that strengthen the continuity of public education from elementary and secondary through postsecondary education for traditional and nontraditional students;

(III) Ensuring the long term fiscal stability and affordability of the state system of higher

education and ensuring the efficient allocation of available state resources to support institutions of higher education while protecting the unique mission of each institution. The allocation shall take into consideration, but need not be limited to, tuition capacity, tuition rates relative to competitive institutions, the state resources available to institutions, funding for high-cost programs, the student and family incomes of students enrolled at institutions, enrollment levels, geographic access to educational opportunities throughout the state, and other issues deemed relevant by the commission.

(IV) Reducing the educational attainment gap between majority and underrepresented populations throughout the state;

(V) Reducing the geographic disparities in access to and opportunity to complete a broad array of quality higher education and career and technical education programs;

(VI) Addressing opportunities for students with disabilities, including intellectual disabilities, to participate in postsecondary education;

(VII) Implementing strategies that strengthen the link between higher education and economic development and innovation in the state; and

(VIII) Improving and sustaining excellence in career and technical education and undergraduate and graduate degree programs.

(d) (I) The commission shall ensure that the master plan prepared pursuant to this subsection (1.5) specifically addresses providing coordinated and proven programs that support and help ensure the success of students who graduate from Colorado high schools and are enrolling as first-time freshmen students and meet one or more of the following criteria:

(A) The student's family is low-income and the student is likely to incur significant student debt in attending an institution of higher education;

(B) The student's parents did not attend postsecondary education and may not have graduated from high school;

(C) The student is a member of an underrepresented population; or

(D) The student has limited access to technologies to support learning.

(II) Programs that may be addressed in the master plan include but need not be limited to:

(A) Providing student support services including counseling or tutoring;

(B) Implementing measures to reduce student debt by making effective use of financial assistance and assisting in fee payments and textbook costs; and

(C) Providing assistance in obtaining access to technology.

(e) Prior to submitting the master plan to the governor and the general assembly, the commission shall distribute a draft of the plan to the governing boards for comment. Each governing board shall submit to the commission its comments and any suggested revisions within thirty days after receiving the draft plan. The commission shall discuss and consider any revisions suggested by the governing boards to the draft master plan.

(f) (I) The commission shall ensure that the master plan is implemented through the performance contracts authorized pursuant to [sections 23-5-129](#) and [23-41-104.6](#) by negotiating with the governing boards individualized goals and expectations for the public institutions of higher education, which goals and expectations support achievement of the statewide goals identified in paragraph (c) of this subsection (1.5) and in the master plan. The commission and the governing boards shall ensure that the institutions' renegotiated performance contracts are finalized no later than December 1, 2012.

(II) In fulfilling the requirements of paragraph (c) of subsection (1) of this section, the commission shall refer to each institution's role and mission and service area, as necessary, to interpret jointly with the institution's governing board the implications of the role and mission and service area on the academic, financial, and student services elements of each institution's performance contract.

ATTACHMENT(S):

- COMMISSIONER BRIEF: Reaching Colorado's Attainment Goal – Why Is It Imperative & How Are We Getting There
- COMMISSIONER BRIEF: Alignment of K12 and Higher Education



REACHING COLORADO'S ATTAINMENT GOAL *Why It Is Imperative & How We Are Getting There*

This document summarizes the importance of meeting our Master Plan goals and the significant work our institutions of higher education, the Department of Higher Education (DHE), and the Colorado Commission on Higher Education (CCHÉ) have engaged in to achieve these goals.

After a brief discussion of the overall attainment goal, the document presents the Targets and Indicators of Progress (outlined beginning on page 3 of this document) that were included in the 2012 adopted Master Plan for each Goal. Staff asks Commissioners to consider and discuss the questions included for each goal, which generally seek to answer the following:

- **Are these the correct “Targets”?**
- **Are these the correct “Indicators of Success”?**
- **What is missing?**

Staff will incorporate the Commission’s discussion into the first round of edits to the Master Plan, which will be presented to Commissioners at the February 2017 meeting for initial reactions and feedback.

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GOAL 1 - COLORADO'S ATTAINMENT GOAL: THE IMPERATIVE

“The primary performance goal established by this Master Plan is to increase the number of Coloradans aged 25-34 who hold high-quality postsecondary credentials – certificates and degrees – to 66 percent by 2025.”

The Commission set this attainment goal, adopted in 2012, after much analysis and deliberation about the economic and social needs of our state – remember that by 2025 almost three-quarters of jobs in Colorado will need some level of a postsecondary credential. In order to strengthen Colorado’s economy, meet workforce demands, and provide all Coloradans the opportunity to realize the social benefits of a college credential – as the Lumina Foundation describes *“participate fully in the American life”...“to hold a good job, participate as active citizens, raise a family, and contribute meaningfully to building safe and prosperous communities”* - Colorado must help more residents earn credentials. It is for these reasons that the 66% attainment goal is imperative.

Colorado must have an infrastructure and supply of talent that keeps our state attractive to both businesses and our workforce. In addition, changing demographics and mobility demand that we increase post-secondary attainment levels to at least 66% percent if Colorado is to maintain its position as one of the top state economies in the United States.

Understanding this imperative, the Governor established a Cabinet Workgroup on Workforce and Education as part of his Vision 2018 plan. This group is comprised of key Colorado executive-level agencies – higher education, education, human services, labor and employment, and economic development – to work toward an overarching goal of “growing the middle class by helping people connect to jobs.”

The bulk of the work institutions and the Department have been engaged in over the last several years has been focused on the three strategies outlined in Goals 2 through 4 of the Commission’s Master Plan, which support achieving the overarching attainment goal. The appendices to this document provide Commissioners with an outline of activities that have been undertaken to-date to work towards these goals, as well as any progress seen thus far.

TARGET

- ▶ Reach 66 percent postsecondary credential attainment for Colorado citizens aged 25-34 by 2025 (1,000 additional undergraduate credentials per year).

INDICATORS OF PROGRESS

- ▶ Graduation rates (cohort rate)
- ▶ Increased number of credentials (annual number)
- ▶ Increase STEM credentials, including in health fields (either the proportion of total credentials awarded or the annual number of new degrees)

MEASURING PROGRESS ON THE ATTAINMENT GOAL

The primary reason that the targeted age for the attainment goal was set at 25-34 was because:

- This was the bracket for the national goal, set in 2009 by President Obama.
- This population enables international comparison with the United States.
- When developing the Master Plan, this population was what was recommended by the National Center for Higher Education Management Systems (NCHEMS) when setting target numbers for the attainment goal.
- It represents the students our existing postsecondary education system serves.
- Expanding the age bracket is only possible with significant changes and expansion of what is meant by a postsecondary credential and of the methods through which postsecondary credentials can be achieved.

The chart below shows credential attainment rates, annually, since the adoption of the CCHE Master Plan in 2012. Over the past several years, we have had steady growth in overall attainment for the state’s population aged 25-34.

Attainment Rate for 25-34 Colorado Adults	2012	2013	2014	2015*	2016*
Percent of this population with a Bachelors, Associates, or Certificate <i>* Projected</i>	53.50%	53.60%	54.20%	54.77%	55.24%

The next chart demonstrates that—with the contribution of private education providers and a 5% average annual growth in credential production our public institutions are achieving—realizing the “big goal” of 66% attainment in Colorado is within reach.

Total Number of Credentials Needed Annually to Reach 66% Goal

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Annual Credential Production	55,247	58,080	60,362	64,141	68,156	72,422	76,956	81,774	86,893	92,332	98,112	104,254
5% Average Annual Growth			3,018	3,207	3,408	3,621	3,848	4,089	4,345	4,617	4,906	5,213
Additional Credentials Needed			761	808	859	913	970	1,030	1,095	1,163	1,236	1,314
Total Production			64,141	68,156	72,422	76,956	81,774	86,893	92,332	98,112	104,254	110,780

FUTURE EDUCATION LANDSCAPE – *Capturing Ages 25 to 65*

While the Lumina Foundation has focused on national attainment goals for ages 25 to 64, the Foundation also acknowledges in its latest [Strategic Plan for 2017 to 2020](#) that a “fundamental redesign is required” to be able to realize these goals – a new universal postsecondary learning system.

According to Lumina, this new expanded learning system is student-focused, rather than institution-focused, and expands how we traditionally think of higher education. This universal system will take a more holistic approach to quality completion, equity, and affordability. The future higher education system will be more competency-based, with a focus on offering transparent, quality certificates and certifications with a focus on adults with no postsecondary education. Expanding our definitions and opening our minds to the future of this postsecondary education system will allow us to meet our attainment goal, while ensure workforce needs are met and social justice secured.

Colorado is already on the path with some of these activities, but it will take time to fully identify, develop, and implement these new pathways in this new universal postsecondary learning system and to realize the impact on students and our economy. Examples of a few new innovations are:

Business and Experiential Learning Commission

Governor's Executive Order B 2015-004 established the Business and Experiential Learning Commission (BEL) to create collaboration between K-12, higher education, and business and industry to develop solutions for high school students to earn college credit through paid intern/apprenticeships and earn postsecondary credentials while simultaneously achieving their high school diploma – and a pathway into colleges and universities.

Skillfull

The Markle Foundation, in conjunction with the State of Colorado and LinkedIn, is developing a digital platform that will link job-seekers to employers; and, provide bridges to postsecondary education and training providers, so job-seekers can obtain the skills and knowledge they are missing to get the jobs they want.

COMMISSIONER DISCUSSION

The following discussion considers Goals 2, 3 and 4; each goal's current *Targets* and *Indicators of Progress* included in the Master Plan; as well as some discussion topics.

Goal 2 – Improving Student Success

“Improve student success through better outcomes in basic skills education, enhanced student support services and reduced average time to credential for all students.”

Since the adoption of the Master Plan in 2012, the institutions of higher education and the Department have engaged in a number of innovative approaches to improving student success, and ultimately credential completion. Colorado is being watched nationally for its innovation and has been making significant progress. However, the impact of many of these activities will take time to fully realize the payoff.

TARGETS

- ▶ Eliminate disparities in the completion rates of college-level English and mathematics courses between students originally assigned to remediation and those not assigned to remediation.
- ▶ Improve student persistence and credit hour accumulation.
- ▶ Reduce average credit hours to degree for undergraduate students.

INDICATORS OF PROGRESS

- ▶ Successfully completing (grade of C or better) introductory gateway courses in English and mathematics
- ▶ Successfully completing the remedial sequence
- ▶ Persistence and retention rates
- ▶ Credit hour accumulation
- ▶ Successful transfer out

GOAL 2 - DISCUSSION POINTS

- The current focus of discussion around this goal, reflecting data on completion, is on improving remedial education; encouraging full-time attendance by students; and, ensuring transferability.
- Do the targets make sense to you? Are these still the main indicators for student success we want to focus on? Especially given the last years’ work on remedial and supplemental instruction; our recognition that fulltime is becoming less and less the norm; and, all that we have done on transfers?

Goal 3 – Reducing Gaps

“Enhance access to, and through, postsecondary education to ensure that the system reflects the changing demographics of the state while reducing attainment gaps among students from underserved communities.”

When the Master Plan was adopted in 2012, it intentionally included all gaps (economic, ethnic, geographic) and stated the goal as wanting to “increase the diversity of students...to better reflect Colorado’s current populations ...” Since then, the Department has focused its work primarily on the Attainment Gap. The Attainment Gap is the divide between populations who have traditionally earned a postsecondary credential and those who have not.

Currently, data tells us that for Coloradans age 25 and older, only 20% of Hispanic, 34% of black, and 30% of Native American have an associate’s degree or higher - compared to 53% of whites. By 2050 Colorado’s population will approach a 50/50 balance between whites and minorities, making closing attainment gaps critical for economic vitality. Hispanics are the fastest growing population in Colorado, experience the

largest attainment gap between the majority population, and as such are the main focus of statewide efforts.

TARGET

- ▶ Eliminate disparities in postsecondary access, progress, and completion between resident underserved students and resident non-underserved students.

INDICATORS OF PROGRESS

- ▶ Increasing the number and proportion of newly enrolled students from traditionally underserved populations
- ▶ Reducing disparities in initial gtPathway course completion in English and math between underserved and non-underserved students
- ▶ Reducing disparities in persistence rates and credit hour attainment between underserved students and non-underserved students
- ▶ Reducing disparities in successful transfer and degree completion between underserved and non-underserved students
- ▶ Increasing retention and graduation rates for underserved students
- ▶ Increasing the share of degrees in STEM fields among students from underserved populations

GOAL 3 - DISCUSSION POINT

- Knowing what we do today about the gaps and our projected future population make-up, should the Master Plan goal be more targeted? Any feedback on the the indicators of progress?

Goal 4 – Restoring Fiscal Balance

“Develop resources, through increases in state funding that will allow public institutions of higher education to meet projected enrollment demands while promoting affordability, accessibility and efficiency.”

In 2000, a generation ago, the taxpayers of Colorado paid for 2/3 the cost of a student’s education, and a student paid 1/3 the cost. Today, the student share is 2/3^{rds} and the state share is 1/3rd. While we are certainly not back to pre-recession funding levels, and a long way off from reversing the trend of who pays the cost of postsecondary education, state investment in Colorado’s public higher education system has increased by a total of \$154 million since the adoption of the Master Plan, and state financial aid has increased in excess of \$60 million.

A series of well-known budget pressures are pushing and squeezing the ability of our state budget to invest in higher education and other state priorities. However, the CCHE, Department, institutions, and partners have made great strides in helping the Administration and the Legislature understand the impact state investment has on affordability and meeting our State goals. These efforts directly resulted in the elimination of a proposed cut to higher education in the FY 2016-17 and a proposed increase in funding for FY 2017-18.

TARGETS

- ▶ Increase the relative share of college costs shouldered by the state, and reverse the trend of increasing the student's burden, in order to bolster access to degrees and credentials for those who would pursue them.
- ▶ Maintain the state's national leadership in efficiency and productivity.

INDICATORS OF PROGRESS

- ▶ Maintain efficiency by moderating tuition, increasing financial aid expenditures and increasing instructional expenditures when general fund dollars increase.
- ▶ Efficiency and productivity will be maintained above peer levels.

GOAL 4 - DISCUSSION POINTS

- Current language focuses on (1) increasing the relative share of college costs shouldered by the state, and reversing the trend of increasing student's burden; and institutions to demonstrate efficiency and productivity. Are you comfortable with the direction of the goal? Do the targets need to be adjusted? Do you have feedback on the indicators of progress?

GOAL #2 – *Improving Student Success*

“Improve student success through better outcomes in basic skills education, enhanced student support services and reduced average time to credential for all students.”

WHAT ACTIVITIES HAVE BEEN ENGAGED TO SUPPORT THIS GOAL *and* HOW IS PROGRESS BEING MEASURED?

This appendix identifies key activities being implemented to help propel Colorado toward meeting our goals, as well as any progress seen to-date.

GEAR UP

Implemented in 2011, this is federally funded grant program places full-time advisors in more than two dozen high schools across the state to provide support for students.

Progress:

- High school students are preparing for college by participating in early college credit initiatives through concurrent enrollment and the College Level Examination Program (CLEP).
 - In 2016, over 250 students had a 93% pass rate on the Spanish CLEP exam and earned up to 9 college credits
 - Students were enrolled in over 1,000 concurrent enrollment courses.
- The class of 2016 achieved an 87% FAFSA completion rate.
- Fall 2016 - Colorado GEAR UP is showing a 75% matriculation rate to two and four year institutions. This rate is anticipated to increase with spring 2017 enrollment.
 - With military, seminary and apprenticeship students, the overall rate is estimating at 80%.
- To date, Colorado GEAR UP has paid out close to one million dollars in scholarships for fall 2016.

COLORADO CHALLENGE

Launched in 2014, this program places college counselors at select public institutions of higher education to provide wraparound services and supplemental advising to low-income and first generation students to ensure they are on (and stay on) the path to success.

Progress:

The results of an evaluation comparing the first Colorado Challenge cohort (Sp14-Sp15) to a control group of non-challenge students has provided evidence that Colorado Challenge students outperformed their peers in terms of persistence (CC 89%, CG75%), GPA (CC GPA per term was about .10 higher than the CG), and credit hours (CC12.66 vs. CG11.9).

CONCURRENT ENROLLMENT

Enacted in 2009 – through the passage of [House Bill 09-1319](#) and [Senate Bill 09-285](#) - this program provides high schools students the opportunity to acquire postsecondary credits while still in high school.

Progress:

Selected data from the most recent [Concurrent Enrollment Report](#) demonstrating the effectiveness of the program:

- Concurrent Enrollment continues to see sustained increases in participation, up 13 percent statewide with 23,127 students participating in 2014-2015.
- Compared to the prior year, participation in Concurrent Enrollment programs increased dramatically among Hispanic students (26 percent increase), African American students (30 percent increase), and Native American/Alaskan Native students (39 percent increase).
- More than 1,200 students in Concurrent Enrollment programs earned some type of postsecondary credential in 2014-15.
- According to previous DHE research, students who participated in dual enrollment programs in high school had higher college enrollment rates, first-year credit hour accumulation, grade point averages, and retention rates in college.
- A previous DHE study found that participation in dual enrollment is associated with a 23 percent increase in the likelihood of enrolling in college and a 10 percent decrease in the need for remediation, holding gender, income, race/ethnicity, and ACT scores constant.

GUARANTEED TRANSFER PATHWAYS

Implemented in 2000, this statewide articulation arrangement ensures designated courses taken at any public Colorado institution of higher education, in which a student earns a C- or better, are guaranteed to transfer to any Liberal Arts and Sciences bachelor's degree at another public Colorado institution.

Progress:

No evaluation studies of effectiveness of gtPathways in increasing degree completion or reducing time to degree have been undertaken as of yet.

STATEWIDE TRANSFER ARTICULATION AGREEMENTS (STAA'S)

Implemented in 2011, this general education curriculum forms the core of most bachelor's degrees and are guaranteed to transfer between all public colleges and universities in Colorado. This helps eliminate the guesswork for students as to which courses to take and reduces time-to-degree.

Progress:

No evaluation studies of effectiveness of STAA's in increasing degree completion or reducing time to degree have been undertaken as of yet.

REMEDIAL REDESIGN/CO-REQUISITE/SUPPLEMENTAL ACADEMIC INSTRUCTION

Implemented in 2011, and scaling up statewide with the passage of [House Bill 12-1155](#), this work provides students the opportunity to enroll in a credit bearing course while simultaneously getting the remedial help needed, this enabling students to finish college faster and with fewer obstacles.

Progress:

Both the Colorado Community College System and MSU Denver report improved success with co-requisite developmental education/SAI v. traditional remediation. Co-requisite developmental education/SAI at the other institutions was more recently implemented and is still under evaluation.

COLORADO OPPORTUNITY SCHOLARSHIP INITIATIVE

Implemented in 2014 with \$34 million, this initiative is Colorado's first scholarship matching fund with a focus on establishing a statewide network of student support and scholarship programs throughout the state.

Progress:

In 2014, \$6.8 million was invested in 28 programs which report serving over 14,000 students. More than 90% of students came from low-income homes and were students of color. To-date, \$9.2 million has been awarded to generate a total of \$18.4 million in new scholarships. Funds are expected to impact over 6,000 low and middle income students.

DEGREE WITHIN REACH (REVERSE TRANSFER)

Implemented in 2013, this "reverse transfer" process allows students who have transferred from a Colorado community college to a Colorado university to combine credits from both institutions and apply them toward an associate's degree.

Progress:

With a goal to increase the number of credentials awarded in Colorado via DWR by 5% each year, using the existing data (see chart below), we have well exceeded this goal. A 64% increase was realized between the second and third rounds. The chart provides more specifics. While the numbers are much lower than hoped for at the beginning of the program, progress is starting to be realized through time. The 4th round started October 2016.

Degree Within Reach Year Comparison Data

	Participating IHE's	# Eligible	# Opted In	% Opted In	# Awarded	% Awarded of Opted Ins	% Awarded of Eligible
First Year ('12-'14)*	21	717	124	17%	68	55%	9.48%
Second Year (7.24.15 data)**	29	3110	379	12%	191	50%	6.14%
Third Year (As of 9.1.16)***	29	5405	613	11.34%	314	51.22%	5.81%
Totals: (Awarded is actual)		9232	1116	12.09%	573	51.34%	6.21%

* Data outcomes for first round adjusted from CCCS award data submitted in September 2016 (resulted in slight award increases from previous data)

** # Awarded for second year includes 189 from CCCS institutions, and 2 from Aims Community College

*** # Awarded for 3rd round are as September 2016 from CCCS data - more may still be awarded - includes 2 from Aims Community College and 2 from Colorado Mountain College.

COLORADO'S FAFSA COMPLETION PROJECT

Implemented in 2014, Colorado is one of 22 states using an Online Portal and a Professional Learning Community to assist low-income, first generation, and under-represented students to education beyond high school through the FAFSA. This FAFSA Completion Collective Impact Initiative, led by Colorado, is available at no cost to all participating states thanks to The Kresge Foundation. By the end of October 2017, the tool will be fully implemented and sustainable at the state level to successfully continue local FAFSA completion efforts. The White House recently recognized Colorado's work in this area.

Progress:

Colorado looks to partner with 3 additional states to meet the grant objectives and initiate data agreements with each of the state's school districts. As of November 2016, nearly 100 of the 178 districts have authorized users frequenting the Online Portal to see which of their high school seniors have or have not completed a FAFSA. More than 85% of those students graduate high school and enroll in a postsecondary institution within 12 months.

[PATHWAYS TO TECHNOLOGY \(P-TECH\)](#)

Begun in 2015, public six-year high schools have been created where students can attain an industry-recognized associate degree simultaneously with the achievement of a high school diploma.

Progress:

Three schools were open in partnership starting fall 2016:

- St. Vrain Valley School District, Front Range Community College, and IBM (Computer Information Systems)
- James Irwin Charter School (El Paso County School District 49 as authorizer), Pikes Peak Community College, Bal Seal Engineering, and Housing and Building Association of Colorado Springs
- Adams12, Front Range Community College, and Level (3) Communications (Computer Information Systems)

[COLLEGE ADMISSIONS TOOL](#)

Launched in 2016, the new online “admissions tool” allows users (students, families, high school counselors, etc.) to view the admission standards at all public and private 4-year institutions of higher education in Colorado. It is also a planner for students at any age to begin learning about admission standards and setting and saving goals for GPA, test scores, etc. as to be a competitive candidate at their top institution choice.

Progress:

Marketing and usage of the tool is increasing. New admission videos for freshman and transfer students have been added in November 2016 in hopes of increasing clarity and interest.

[TALENT PIPELINE REPORT](#)

Began in 2013, this collaborative work, culminating in the annual report, between multiple agencies is helping residents, business, and policy makers understand the workforce needs, strategies to meet those needs, and identify where there may be gaps.

Progress:

In its third year, the Talent Pipeline Report has refined the education to workforce analysis and continues to receive much local attention and is often presented as a best practice example for other states.

[PRIOR LEARNING ASSESSMENT \(PLA\)](#)

Began implementation in 2015, this policy provides an opportunity for students to obtain course credit for demonstrated learning and experience outside the classroom.

Progress:

TBD

[MATH PATHWAYS](#)

Task force began work in 2014 seeking to increase success in math and ensure students choose the most appropriate path as indicated by their intended major, rather than advising all students into College Algebra as the default.

Progress:

TBD

HELPING FOSTER AND UNACCOMPANIED HOMELESS YOUTH BE SUCCESSFUL

Begun in 2015, the Department - in partnership with Colorado Department of Education, the Colorado Department of Human Services, Mile High United Way, and other interested organizations - is focusing efforts on enhancing services to foster and unaccompanied homeless youth to increase access to and success with post-secondary education.

Progress:

Collaboration is ongoing. As a result of this partnership, students with Education Training Vouchers (foster and former foster youth) have been folded in to the Colorado Challenge.

HIGHER EDUCATION FUNDING ALLOCATION FORMULA

Implemented in 2015, among other things, allocates state funding to public institutions based on their success with their students.

Progress:

TBD

STATE FINANCIAL AID COMPLETION MODEL

The purposes of the Colorado Student Grant program are to provide need-based financial assistance to eligible Colorado residents as well as to encourage credit hour accumulation, persistence (including successful transfer), and timely completion.

Progress:

At the direction of the Commission, Staff is in the beginning stages of reviewing the state finance aid completions incentive program for opportunities to provide additional support to underserved students and to understand the model's effect on student success.



Improve Quality of Student Outcomes in Terms of Completion, Learning and Employment

<i>LUMINA RECOMMENDATION</i>	<i>COLORADO'S STATUS</i>
<p>Set an Attainment Goal:</p> <ul style="list-style-type: none"> • The goal is quantifiable. It includes a number or percentage increase that can be quantitatively measured over time. • The goal is challenging. It requires “stretching” in that it cannot be easily achieved through population increases. • The goal includes a long-term target date that is tied to a specific date to demonstrate commitment and drive expectations. • The goal sets targets for closing postsecondary attainment gaps for underrepresented populations such as minority, low-income and working adult (age 25 and older) populations. 	<p>✓ COMPLETE – Colorado’s 2012 Master Plan sets an overall goal of increasing the percentage of Coloradans ages 24 to 35 that hold high-quality postsecondary certificates or degrees to 66 percent by 2025. The Master Plan further includes data about the current state of attainment and strategies for improvement.</p> <p>The Commission is currently in the process of revisiting this plan to update data and ensure its continued applicability today.</p>
<p>Develop a Plan:</p> <ul style="list-style-type: none"> • Ideally, a plan includes both data about the current state of attainment, completion and employment as well as strategies for improvement. The plan serves as a common roadmap for leaders at the state, system and institutional levels for setting priorities, developing policies and programs, and identifying funding and measuring progress. 	
<p>Create and Use a Student-Level Information System:</p> <ul style="list-style-type: none"> • Create a comprehensive data and information system to measure student progression and outcomes, including mobility of students within the system, time and credits to degree, and job placement. 	<p>✓ COMPLETE – The Department collects a large volume of data from institutions about student progression and outcomes, much of which is used in the performance funding model, as well as for internal analysis.</p> <p>For over thirty years, Colorado has been collecting postsecondary student level data from enrollment to progression to attainment. The last decade has seen this dataset successfully linked high school students to postsecondary outcomes and postsecondary students to workforce outcomes.</p>

Improve Quality of Student Outcomes in Terms of Completion, Learning and Employment

<i>LUMINA RECOMMENDATION</i>	<i>COLORADO'S STATUS</i>
<p>Measure Progress:</p> <ul style="list-style-type: none"> To increase education attainment, states should set goals for improvement and measure progress using data systems that connect K-12 education, postsecondary education and workforce information. 	<p>✓ COMPLETE/ONGOING - Colorado has a comprehensive talent pipeline data system that measures progress from high school through postsecondary and into the workforce.</p> <p>Through the Master Plan goals and performance contracts, the state sets goals and measures progress with those goals. Additionally, the Department develops numerous reports each year that measure and share our progress and success on a number of important subjects – remediation, Concurrent Enrollment, postsecondary Success and outcomes, student retention, transfers, completions, and the Talent Pipeline.</p>
<p>Define Learning Outcomes:</p> <ul style="list-style-type: none"> By creating and using common frameworks that describe what a student should know and be able to do, institutions and employers can identify the learning represented by credentials. 	<p>IN PROGRESS – The statewide gtPathways curriculum features articulated content and competencies with measurable learning outcomes. This program allows students to begin their college career at any public institution in Colorado, and then be sure that their general education credits will transfer to a bachelor’s degree at another institution.</p> <p>There are additional ongoing conversations as to what else we could/should seek to accomplish.</p>
<p>Create User-Friendly Information Tools:</p> <ul style="list-style-type: none"> States should create public information tools that allow students and their families to access information about student progress through higher education and the outcomes they achieve. 	<p>✓ COMPLETE – College In Colorado (CIC), the Department’s outreach arm, provides an online center with multiple planning tools and resources for students - from the admissions process, to paying for college, to what kind of jobs any given major is likely to be able to get after graduation. It’s free for students, parents, counselors and others.</p> <p>In addition, there are several career pathway microsites that have emerged with CIC’s collaboration to provide guidance on specific career choices – information technology, advanced manufacturing, healthcare, and construction. It is anticipated that more dedicated information will be developed.</p>

Align Investments with State Priorities and Student Needs

<i>LUMINA RECOMMENDATION</i>	<i>COLORADO'S STATUS</i>
<p>Reach a Consensus on Needed Financial Resources & Adopt and Sustain Outcomes-Based Funding:</p> <p>Objectives of the newer outcomes-based models include:</p> <ul style="list-style-type: none"> • Aligning the state higher education funding method with the state's higher education attainment goals and student success priorities; • Aligning institutional priorities with those of the state and supporting the scaling of proven student success practices; and • Holding institutions accountable for performance and their role in achieving state attainment goals. 	<p>✓ COMPLETE/ONGOING/IN PROGRESS –</p> <p>A new funding allocation formula was implemented in FY 2015 and allocates state general fund investment to institutions based on the (1) number of students served; (2) costs associated with serving those students; and (3) overall successes with student retention and credentialing.</p> <p>In addition, each institution is required to maintain a performance contract with the Commission which outlines the performance metrics they have committed to and will be held accountable for. Funding mechanics were developed in 2012, pursuant to statutory requirements, in conjunction with the adoption of a new Master Plan and the aligned performance contracts with each institution. This funding mechanism has yet to be activated, as the triggers spelled out in statute for doing so have not yet been met. It is anticipated that we could hit that trigger as early as FY 2018-19.</p> <p>These contracts are required to be renewed by June 30, 2017. The Department and Commission are currently engaging with institutions to revisit their performance contracts in preparation for this deadline and will be seeking to simplify them and more tightly align the metrics with the specific Master Plan goals.</p> <p>On top of this work, the Department has worked to ensure the General Assembly and Governor have a clear understanding of the financial needs of Colorado's public higher education system and the impact that state investment, or lack thereof, will have on tuition.</p>

Align Investments with State Priorities and Student Needs

<i>LUMINA RECOMMENDATION</i>	<i>COLORADO'S STATUS</i>
<p>Develop Lower-Cost Pathways to Degrees:</p> <ul style="list-style-type: none"> • To meet national and statewide attainment goals, policy leaders can support lower-cost, flexible degree pathways, such as three-year bachelor's degree and one-year associate degree programs and dual or concurrent enrollment programs 	<p><i>IN PROGRESS</i> – Although the ideas have been discussed before, notably by CU Boulder in 2010, three-year bachelors and one-year associate degrees have not caught on in Colorado. There are no policies at the state level encouraging or discouraging accelerated degree programs and no institutions currently offer them.</p> <p>On the other hand, concurrent enrollment is fairly widespread, with 94% of school districts and 25% of juniors and seniors participating, earning an average of eight credits each. Students who participate in concurrent enrollment are much more likely to enroll in college after graduation, and have higher first year retention rates.</p>
<p>Implement Comprehensive Financial Aid:</p> <ul style="list-style-type: none"> • The ability to set prices for higher education, both through tuition and through financial aid, represents a critical policy lever for states. States seeking to improve postsecondary attainment rates are developing and implementing a comprehensive approach to student financial aid and affordability that maximizes student access and incentivizes timely progress and completion. • Also recommends certain tuition policies: <ul style="list-style-type: none"> ○ block, or flat-rate, tuition, which allows students to register for additional credit hours without incurring extra charges (as opposed to per-credit-hour charges); ○ added charges for excess credit accumulation; ○ flexible tuition payment plans; ○ guaranteed tuition, which ensures that tuition will not increase during four years of continuous enrollment; and ○ partial tuition rebates for on-time completion. 	<p>✓ <i>COMPLETE/IN PROGRESS</i> – In 2013, Colorado put into a place a new methodology – the Completion Incentive Model - for allocating state need-based financial aid to the eligible institutions of higher education. The model provides an incentive for timely completion by providing a set funding amount to institutions for each PELL-eligible student; increasing this amount as students achieve each new grade level; and, then, reducing the allocation to the freshmen-student-level for those students with too many credit hours who have not graduated.</p> <p>The setting of tuition remains the jurisdiction of the institutions. Some policies, like guaranteed tuition rates and flat rate tuition, are beginning to appear in Colorado, with several institutions adopting one or both.</p>

Align Investments with State Priorities and Student Needs

<i>LUMINA RECOMMENDATION</i>	<i>COLORADO'S STATUS</i>
<p>Encourage Full-Time Enrollment:</p> <ul style="list-style-type: none"> Data suggest that students who attend college full-time make better progress, and are more likely to persist to their degree, than students who are enrolled on a part-time basis. A student who is able to complete 12 or more credits per semester will earn a degree more quickly than a part-time student. 	<p>NOT COMPLETE – Colorado does not have a statewide policy around full time enrollment.</p> <p>Some institutions have adopted other policies aimed at incenting students to complete their degree in four years, such as Fort Lewis’ Finish in Four program, which provides a scholarship and priority enrollment to students who agree to sign up for a predetermined schedule that will ensure they complete a degree in four years. Many institutions have also adopted tuition guarantee programs to that same end.</p> <p>The federal government is a major stumbling block to efforts to make full time enrollment other than 12 credit hours, as this is what the PELL grant will pay for. Having to pay for extra credit hours would exclude some students from attending.</p> <p>The Guaranteed Transfer (GT) Pathways program ensures that general education credits transfer to any public institution in Colorado.</p>
<p>Encourage Institutional Mission Alignment with State and Regional Needs:</p> <ul style="list-style-type: none"> State and system leaders are in an ideal position to think critically about how to expand statewide capacity cost-effectively and better serve 21st-century students. 	<p>✓COMPLETE/ONGOING – The CCHE periodically reviews the institutional missions of the public institutions to ensure they are in line with the evolving needs of Colorado students and employers.</p>

Create Smarter Pathways for Students

<i>LUMINA RECOMMENDATION</i>	<i>COLORADO'S STATUS</i>
<p>Adopt Guided Pathways:</p> <ul style="list-style-type: none"> Guided pathways offer clear, structured programs of study for students to follow through to graduation and into the workforce. They eliminate common obstacles and accelerate progress. 	<p>IN PROGRESS - Most four-year institutions in Colorado have adopted degree maps, to ensure students are informed of what is needed to accomplish a specific degree. Many two-year institutions are following suit as well, in addition to “meta major” programs and intrusive advising.</p>

Create Smarter Pathways for Students

<i>LUMINA RECOMMENDATION</i>	<i>COLORADO'S STATUS</i>
<p>Adopt Statewide Transfer Guarantee:</p> <ul style="list-style-type: none"> • Clear guarantees of transfer save students the expense of repeating courses and reduce the time it takes to earn a credential. 	<p><i>IN PROGRESS (Almost Complete)</i> - Statewide transfer guarantees have been adopted for over 40 degrees - allowing students to complete a 60 hour associate's degree and enroll as a junior at a four-year institution to earn the additional 60 hours needed to graduate with a bachelor's degree.</p>
<p>Align K-12 and Postsecondary Placement Exams:</p> <ul style="list-style-type: none"> • Readiness assessments should be administered during the sophomore or junior year of high school to track student progress toward college readiness and allow time for remediation or acceleration during high school. 	<p>✓ <i>COMPLETE</i> – Colorado high schoolers are required to take the ACT in 11th grade; these scores are used to assess college readiness.</p>
<p>Enact Credit Caps:</p> <ul style="list-style-type: none"> • Additional time and credits do not significantly increase completion rates among students seeking two-year or four-year degrees but serve only to delay or prevent completion. 	<p>✓ <i>COMPLETE</i> – Colorado statute mandates a cap of 120 credit hours for a bachelor's degree and 60 for an associate.</p>
<p>Award Credit Through Prior Learning Assessment:</p> <ul style="list-style-type: none"> • One proven method for engaging adult learners is to assess and award credit for prior learning, knowledge and skills gained outside the traditional classroom, such as open online courses, military service, work experience or other life experiences. 	<p><i>IN PROGRESS</i> - The CCHE has implemented policy regarding Prior Learning Assessments, or PLAs, allowing institutions to develop tests to give credit to students, including AP, IB, and challenge exams.</p> <p>Current conversations are now focused on how to incorporate CLEP and DSST exams into this policy. Future conversations are anticipated to address other areas, such as internship credit and portfolio review programs.</p>
<p>Ensure Availability of Competency-Based Programs:</p> <ul style="list-style-type: none"> • Such programs allow students to demonstrate knowledge and skills gained through work, the military or in a classroom as well as through direct participation in the program's educational offerings. 	<p>In addition, Colorado is beginning to engage on other innovative fronts, such as the Business & Experiential Learning Commission – connecting K12 with Postsecondary and business.</p>

Create Smarter Pathways for Students

<i>LUMINA RECOMMENDATION</i>	<i>COLORADO'S STATUS</i>
<p>Expand Online Learning Through SARA:</p> <ul style="list-style-type: none"> The State Authorization Reciprocity Agreement (SARA) establishes uniform standards and procedures for accepting and monitoring institutions operating across state lines, as part of a voluntary agreement between the states. 	<p>✓ COMPLETE – Colorado is a member of SARA through the Western Interstate Commission on Higher Education.</p> <p>With the state as a member, Colorado institutions may apply to the CCHE to participate and thereby offer distance education to residents residing in any other SARA member state. Participating institutions are not burdened with seeking formal authorization in each state in which a student resides.</p> <p>To date, the CCHE has approved almost 40 institutions in Colorado to participate (23 public, 15 private).</p>
<p>Re-enroll Adults with Some College and No Degree:</p> <ul style="list-style-type: none"> To meet postsecondary attainment goals, states need to target adults, specifically those who have earned college credits but have not completed a postsecondary credential. 	<p>IN PROGRESS - The DHE has identified the need for more adults to obtain a degree as a strategic priority.</p> <p>This is a challenging area, as many institutions are not equipped to meet some of the personal needs of this population, such as childcare or coursework at convenient times and locations for working adults.</p> <p>The Department is working to partner with the Colorado Department of Labor and Employment and the Colorado Workforce Development Council to bring resources, such as the Graduate! Network, to Colorado to help alleviate some of the obstacles and make it easier for adults with some credit but no degree return to higher education and successfully complete a credential.</p>

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CCA RECOMMENDATION	COLORADO'S STATUS
<p> Performance Funding</p> <p>Pay for performance, not just enrollment. Use the Complete College America and National Governors Association metrics to tie state funding to student progression through programs and completion of degrees and certificates. Include financial incentives to encourage the success of low-income students and the production of graduates in high-demand fields.</p>	<p>✓ COMPLETE/ONGOING – Colorado is in its 3rd year of allocating state investment in higher education through a new “Higher Education Funding Allocation Formula”.</p> <p>Initial performance funding mechanics were developed in 2012, pursuant to statutory requirements, in conjunction with the adoption of a new Master Plan and the aligned performance contracts with each institution. This funding mechanism has yet to be activated, as the triggers spelled out in statute for doing so have not yet been met. It is anticipated that we could hit that trigger as early as FY 2018-19.</p> <p>Subsequently, HB 14-1319 was passed requiring the development and implementation of a funding formula to allocate state general fund operating investment in higher education beginning in FY 2015-16. The new funding allocation formula was implemented and allocates state general fund investment to institutions based on the (1) number of students served; (2) costs associated with serving those students; and (3) overall successes with student retention and credentialing.</p>
<p> Corequisite Remediation</p> <p>Default many more unprepared students into college-level gateway courses with mandatory, just-in-time instructional support. Combine reading and writing instruction. Align mathematics to programs of study, matching the curriculum to real-world career needs. For many more unprepared students, provide remedial help parallel to highly structured coursework.</p>	<p>✓ COMPLETE – Colorado has implemented a policy allowing for Supplemental Academic Instruction, which allows students “with limited academic deficiencies” attending four-year institutions to get the academic support they need, such as tutoring labs or refresher courses, on campus rather than having to attend remedial courses off-site at a community college.</p> <p>In addition, the Math Pathways program matches general education math courses to general fields of study, to reduce students taking unnecessary classes.</p>

CCA RECOMMENDATION	COLORADO'S STATUS
 <p>Full-Time is 15</p> <p>Incentivize students to attend full-time and ensure that full-time means 15 credits per semester. Use banded tuition so 15 credits per semester cost students no more than 12 credits. Cap degree credit requirements (120 for bachelor's and 60 for associate) to ensure degrees can be completed on time. Ensure college credits can be transferred.</p>	<p>NOT COMPLETE – Colorado does not have a statewide policy making 15 credit hours the minimum for full time enrollment.</p> <p>Some institutions have adopted other policies aimed at incenting students to complete their degree in four years, such as Fort Lewis' Finish in Four program, which provides a scholarship and priority enrollment to students who agree to sign up for a predetermined schedule that will ensure they complete a degree in four years. Many institutions have also adopted tuition guarantee programs to that same end.</p> <p>The federal government is a major stumbling block to efforts to make full time enrollment 15 credit hours, as PELL grants pay for only 12 credit hours. Having to pay for those extra 3 credit hours would exclude some students from attending.</p> <p>Colorado statute mandates a cap of 120 credit hours for a bachelor's degree and 60 for an associate.</p> <p>The Guaranteed Transfer (GT) Pathways program ensures that general education credits transfer to any public institution in Colorado.</p>
 <p>Structured Schedules</p> <p>Help working students balance jobs and school by using structured scheduling of classes to add predictability to their busy lives — doing so enables many more students to attend college full-time, shortening their time to completion.</p>	<p>IN PROGRESS – All Colorado institutions of higher education offer structured scheduling in some form or another, often as “degree maps” that track progress and map what classes still need to be taken, and when they're offered.</p>

CCA RECOMMENDATION	COLORADO'S STATUS
 <p>Guided Pathways to Success</p> <p>Enabled by technology, default all students into highly structured degree plans, not individual courses. Start students in a limited number of “meta majors,” which narrow into majors. Map out every semester of study for the entire program, and guarantee that milestone courses will be available when needed. Use built-in early warning systems to alert advisers when students fall behind to ensure efficient intervention.</p>	<p>IN PROGRESS – The GT Pathways program allows students to begin their college career at any public institution in Colorado, and then be sure that their general education credits will transfer to a bachelor’s degree at another institution.</p> <p>Statewide transfer agreements allow students to complete an associate’s degree at a community college, and then enroll with junior status at a four year institution; take another 60 credits, and then graduate with a bachelor’s degree.</p> <p>The Math Pathways specifically tracks majors in arts and humanities, social/behavioral sciences, and STEM into different general education math classes, eliminating the need for non-STEM majors to take college algebra, a common stumbling block for students.</p>

GOAL #3 – Reducing Gaps

“Enhance access to, and through, postsecondary education to ensure that the system reflects the changing demographics of the state while reducing attainment gaps among students from underserved communities”

WHAT ACTIVITIES HAVE BEEN ENGAGED TO SUPPORT THIS GOAL?

The Department has engaged in significant work around closing the attainment gap and has made this the focus of its #1 Strategic Policy Initiative – Halving the Gap by 2025. In addition, the Governor has embraced this in his “Roadmap” as the focus for education and workforce.

Among this work has been a focus to better understand the gaps, the unique challenges of the different populations, identify possible solutions, and implement key strategies to address.

Two very significant activities to launch this work are:

- **2015 Attainment Gap Roundtable Series** – Brought together over 150 leaders from across the spectrum, including legislators and government officials, to identify and collaborate on possible solutions for closing the attainment gap.
- **Collective Impact Initiative Grants** –\$1.1 million in grants was committed over two years to fund initiatives that will create or strengthen a collective impact approach to close the attainment gap through the use of one or more of the solutions identified in the Roundtable Series.

In addition, focus has been directed in the following manner:

- **Increase underserved student Concurrent Enrollment by 13.4%**
Concurrent Enrollment is a proven and data-driven best practice with regards to postsecondary enrollment and persistence. It provides the opportunity for high school students to take college courses while still enrolled at their high school, with no additional course cost. The more students immersing themselves into the college style of instruction before receiving their diploma can help ease the culture shift that can stall or delay many students. CDHE hopes to increase underserved student participation in concurrent enrollment by 13.4%
- **Increase underserved Supplemental Academic Instruction (SAI) by 10%**
Colorado is a leader in developing and rolling out SAI (more commonly known across the country as “corequisite remediation”) as a solid strategy to reduce remediation rates. For example, SAI allows students “with limited academic deficiencies” at a four-year institution to get the academic support they need on campus rather than having to attend remedial courses off-site at a community college. For the community college system, it means fewer required remedial courses and improved completion rates. Students who need remediation are less likely to complete their degree than those who don’t need remediation.
- **Increase school district participation in the FAFSA Completion portal from 68 to 125.**
CDHE offers an online portal for school district authorized users to receive access to FAFSA Completion data for their students. Out of 178 districts in Colorado, we currently stand at 94 signed agreements with the goal of 125 by the end of the year. Eventually, we hope to have all the districts signed up.

- **Increase or mitigate the decrease to the General Fund for FY 17/18.**
 The Commission (and Department), for the development of the FY 2017-18 budget request have employed cost-sharing and values-based framework that links statewide attainment goals and ensures that the major elements of higher education financing policy – appropriations, tuition, and financial aid – are aligned in order to address college affordability and student access and success. While state funding for higher education has either increased or not declined in recent years, it still has not returned to pre-recession levels – and fiscal projections forecast several years of budget challenges ahead. In light of this, the Department will continue to pursue strategies that mitigate reductions in state funding; advocate for solutions that reduce the time to degree; communicate the multifaceted nature of affordability to policymakers and students; and, partner to streamline pathways from attainment to gainful employment.
- **Increase resources (outside State Funds) for attainment gap work from \$200,000 to \$400,000 (min. target) -\$900,000(goal).**
 CDHE is looking to external grant funding to support the work to close the attainment gap in Colorado. Funding received so far has gone to provide technical assistance to more than 10 community collective impact initiatives and three awardees to implement proposals reviewed. More funding would allow CDHE to expand the work across the state further and work with more communities to directly support their regional focused data-driven best practices.

HOW ARE WE MEASURING PROGRESS?

- **Increase graduation rates for historically underserved student groups (both youth and adult) in public institutions of higher education:**
 - Hispanics from 35% in June 2015 to 37.9% in 2018
 - African Americans from 28% in June 2015 to 31% in 2018
 - Native Americans from 34% in June 2015 to 37% in 2018
 - Pacific Islanders from 19% in June 2015 to 21% in 2018
- **Increase the attainment of the traditionally underserved Colorado adult population aged 18-24, enrolled in public colleges and universities:**
 - Hispanics from 13% in June 2015 to 14.2% in 2018
 - African Americans from 13% in June 2015 to 13.9% in 2018
 - Native Americans from 10% in June 2015 to 10.9% in 2018
 - White, non-Hispanic from 24% in June 2015 to 26.1% in 2018
 - Pacific Islanders from 24% in June 2015 to 26.8% in 2018
- **Increase the attainment of the traditionally underserved Colorado adult population aged 25-34, enrolled in public colleges and universities:**
 - Hispanics from 25% in June 2015 to 26.8% in 2018
 - African Americans from 34% in June 2015 to 36.7% in 2018
 - Native Americans from 35% in June 2015 to 37.7% in 2018
 - White, non-Hispanics from 62% in June 2015 to 66.5% in 2018
 - Pacific Islanders from 33% in June 2015 to 35.4% in 2018

- **Increase the number of awards (certificate <30 hours and degrees) of postsecondary credentials for underserved students in public IHEs**
 - Hispanics from 5,261 in June 2015 to 7,770 in 2018
 - African Americans from 1,137 in June 2015 to 1,307 in 2018
 - Native Americans from 410 in June 2015 to 582 in 2018
 - Pacific Islanders from 70 in June 2015 to 80 in 2018

GOAL #4 – Restoring Fiscal Balance

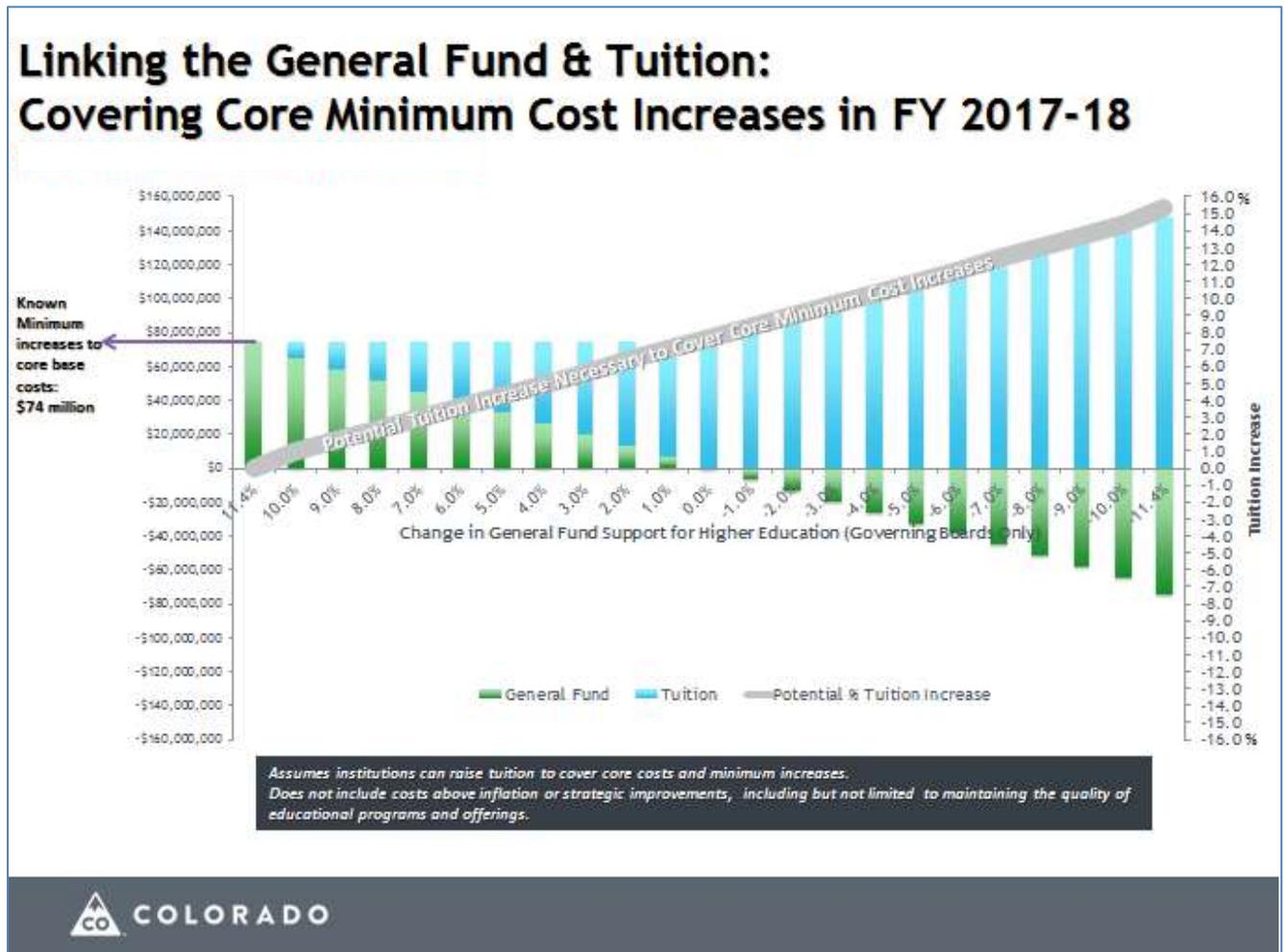
“Develop resources, through increases in state funding, that will allow public institutions of higher education to meet the projected enrollment demands while promoting affordability, accessibility, and efficiency.”

WHAT ACTIVITIES HAVE BEEN ENGAGED TO SUPPORT THIS GOAL?

Understanding the state budgetary pressures, DHE and CCHE have worked to align the major elements of higher education financing policy – appropriations, tuition, capital construction, and financial aid – with the Commission’s Master Plan goals and Completion Agenda. In addition, the development of the Higher Education Cost Sharing Matrix (below) has helped policy makers understand the impact of state investment in higher education, or lack thereof. This work is the reason that higher education was not cut in FY 2016-17 and that there is proposed increase on the table for FY 2017-18.

Higher Education Cost Sharing Matrix

This chart has been a significant tool in demonstrating to policy makers the impact that different levels of state investment in higher education will have on tuition increases for resident students.



Higher Education Funding Allocation Formula: An Outcome-Based Approach

Allocates state operating investment to public institutions based on the number of students enrolled (College Opportunity Fund stipend); the costs associated with serving those students (Role & Mission); and, the overall successes with student retention and completion (Outcomes).

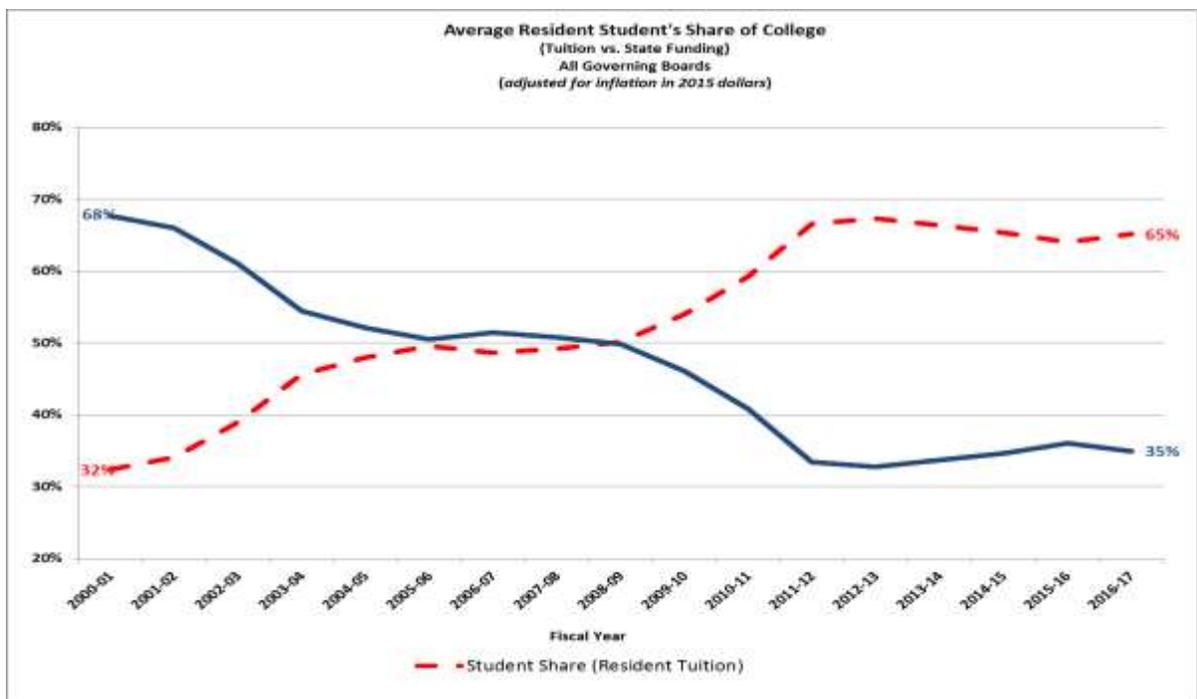
State Financial Aid – The Completion Incentive Model

The purposes of the Colorado Student Grant program are to provide need-based financial assistance to eligible Colorado residents as well as to encourage credit hour accumulation, persistence (including successful transfer), and timely completion.

HOW ARE WE MEASURING PROGRESS?

Rising tuition costs represent a significant concern for Colorado students and families. These increases take up a greater percentage of median family income and contribute to student debt levels. The last 15 years has witnessed a marked reversal in who bears the burden for higher education costs. As General Fund is reduced, tuition increases make up the difference – resulting in more costs for students and families.

As the chart below demonstrates, in FY 2000-01, the state covered 68% of the cost of college, while students and families picked up 32%. By FY 2011-12, those numbers had reversed: with students and families are covering two-thirds of the costs and the state one-third. This trend was tempered somewhat with the significant investment in higher education in FY 2014-15 and FY 2015-16, pursuant to SB 14-001, increasing the states portion to about 35%.



Staff believes that if the General Fund increases annually by at least its share of inflationary and health benefits, tuition increases can be held to statewide average of approximately 6% across governing boards. In other words, a commitment to minimal annual increases by the state will result in predictable and steady increases in tuition for students and families, leaving them better able to prepare for the costs of college. This will hold the line on the student-state share; additional resources will be needed to reverse the trend.



ALIGNMENT OF K-12 and HIGHER EDUCATION

Commissioners have asked about the alignment of the K-12 system with college readiness and success and ultimately with higher education attainment goals.

COLORADO DEPARTMENT OF EDUCATION – PERFORMANCE PLAN

The Colorado Department of Education’s (CDE) [Performance Plan](#) identifies four strategic goals focused on increasing student success.

According to the Plan, these goals are *“based on the fundamental belief that the education system as a whole must support every student at every step of the way throughout his/her schooling”*. The Plan goes on to say that these *“goals are based on a theory of action that if we can help students start strong through quality early learning and school readiness, attain proficiency in reading by the end of third grade, meet or exceed the Colorado Academic Standards throughout their school, and graduate from high school, then students will have the knowledge skills and disposition to contribute to society and successfully participate in postsecondary education and the workforce.”*

CDE’s Strategic Goals are as follows:

- 1. Start strong: Every student starts strong with a solid foundation in grades preschool-3.**
Increase the school readiness of our youngest learners by increasing the percentage of four-year-olds served by the Colorado Preschool Program meeting age expectations in literacy and math by 3 percent in 2017 and by 5 percent in 2019.
- 2. Read at or above grade level by the end of third grade:**
Every student reads at or above grade level by the end of third grade. Ensure every student meets or exceeds benchmark in reading by third grade by increasing the percent of students at or above benchmark on the state assessment [CMAS GOAL to be determined].
- 3. Meet or exceed standards:**
Every student meets or exceeds standards. Ensure that all students meet or exceed benchmarks in state summative assessments by increasing the percentage of students scoring at benchmark or above in English language arts, mathematics and science [CMAS GOAL to be determined].
- 4. Graduate ready:**
Every student graduates ready for college and careers. Ensure every student graduates college and career ready by increasing the graduation rate to 86.6 percent in 2017, with the goal of 90.7 percent by 2019.

COLLABORATION WITH CDE

The Colorado Department of Higher Education (DHE) and CDE enjoy a close working relationship and the two agencies collaborate closely on issues and solutions. The relationship goes back to the creation of a P-20 Coordinating Council in 2007, whose purpose was the formation of a seamless education system from pre-school to graduate school. The Council’s work led to numerous pieces of legislation that restructured education in Colorado, mostly in areas of intersection between K-12 and postsecondary education, and required close collaboration between the systems (e.g., content standards, concurrent enrollment, alignment

of graduation guidelines with admissions requirements). The DHE-CDE relationship is further supported by the focus that Colorado's Workforce Development Council has had with bringing all agencies with an impact on our workforce needs to the table to discuss challenges and develop solutions.

The Colorado Commission on Higher Education (Commission), in conjunction with the State Board of Education (SBE), adopted a new definition of post-secondary and workforce readiness in early 2016. This new definition has been an important outcome of the collaboration between the two departments.

"Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."

DHE and CDE staff strive to maintain a strong partnership and keep the lines of communication open.

These efforts are as follows:

- **Monthly Team Leadership Meetings With Cde**
 - Share updates that impact each other and discuss solutions to issues and collaborate how to communicate on policies/initiatives.
- **Monthly One-On-One Policy Meetings**
 - Policy staff meets almost every month to discuss updates, especially as they relate to college prep for high school students.
- **Communications Work**
 - DHE staff attend the CDE commissioner's monthly "Six C's" meeting
 - Staff from both agencies collaborate on how to post communications regarding math pathways, PLA, and transfer agreements on CDE's website in a user-friendly format.
 - CDE has sent out information regarding the new online admission tool to school districts.
 - DHE staff provide updates on higher education at K-12 conferences such as:
 - Colorado School Counselor Association
 - The National Early College
 - The Colorado Council on High School/College Relations
 - Colorado Association of School Executives
 - School Counselor Corps Grant Board
- **Concurrent Enrollment Advisory Board**
 - Issues and solutions are discussed regarding Concurrent Enrollment in Colorado.
- **Admission Council Meetings**
 - CDE is invited to all Admission Council meetings, to keep apprised of policy and practice changes and to assist with communications.
- **Educator Preparation**
 - Continuous engagement with CDE and school districts on educator preparation education and initiatives.

DATA ALIGNMENT AND CDE/DHE PARTNERSHIP

Dating back to 2009, the Colorado Department of Higher Education and the Colorado Department of Education have maintained a strong data and research partnership. The foundation of that partnership is an interagency data sharing agreement that establishes data sharing of essential student information between the two agencies for evaluation and research purposes.

Several legislative reports and statutes can only be implemented by our two agencies working and collaborating together to provide accurate information. The following highlights the numerous examples of how higher education partners with K12 to provide a better understanding of the spectrum of P20 education.

- **Legislative Reporting**
 - Postsecondary Success and Outcomes and Progress Report
 - Concurrent Enrollment Report
 - Remedial Report

- **State and Federal Reporting**
 - DHE provides several reporting measures to CDE to be used in their **statewide accountability system**. These data measures go into the overall district and school level ratings. Measures include remedial rates and college enrollment rates. According to HB 1170, DHE reports college enrollment rates to CDE, which requires a partnership agreement with the National Student Clearinghouse.
 - DHE **provides and reviews data for ED Facts** - a U.S. Department of Education initiative to put performance data at the center of policy, management and budget decisions for all K-12 educational programs - as a part of CDE's required reporting to the US Department of Education for the Every Student Succeeds Act.
 - The **FAFSA Completion Initiative** is a strong partnership between DHE and CDE which translates data from the U.S. Department of Education regarding FAFSA completion into a user-friendly online tool to help counselors assist students who still need to complete their FAFSA.
 - DHE is a strong partner with CDE in the federally funded **Statewide Longitudinal Data System**, which provides the mechanism for individual data to be shared across agencies.

- **Research**
 - DHE and CDE conducted a **joint research project on outcomes regarding GED students** and found that approximately one third of GED completers go on to earn a postsecondary credential.
 - Joint research between the two agencies discovered a **connection between reading and math proficiency scores in 3rd, 5th and 8th grades** and needing remediation in college.
 - **Concurrent enrollment research** supported by DHE and CDE found students that complete concurrent enrollment classes are more likely to enroll in college, have higher GPAs, and return for a second year at higher rates compared to students who didn't take any concurrent enrollment credits.

TOPIC: 2016 EDUCATOR PREPARATION REPORT

PREPARED BY: DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR
EDUCATOR PREPARATION

I. SUMMARY

This agenda item contains the 2015-2016 Educator Preparation Report.

II. BACKGROUND

C.R.S. §23-1-121(6) requires the Colorado Commission on Higher Education to report annually to the Joint Education Committee of the General Assembly on enrollment in, graduation (completion) rates from, and effectiveness of the review of educator preparation programs at institutions of higher education and designated agencies.

This report fulfills this statutory requirement and was prepared by the Student Success and Academic Affairs Division at the Colorado Department of Higher Education, with the assistance of the Office of Educator Preparation, Licensing and Educator Effectiveness at the Colorado Department of Education.

III. STAFF ANALYSIS

Significant findings described within this report include:

- The total number of individuals completing an educator preparation program at Colorado colleges and universities during the 2015-16 academic declined by 2.2% from the previous year to 2,472. This is the sixth consecutive year the number of completers has declined.
- The number of individuals completing an alternative licensing program was 796 during 2015-16. This continues to remain consistent over the last two reporting cycles and represents approximately one-quarter (25%) of all the total completers in the state.
- There has been a 24.4% decline in the number of educators completing an educator preparation program at Colorado colleges and universities between the years 2010- 2016.
- In addition to a decline in completers, enrollment in educator preparation programs at institutions of higher education remains at low levels and unchanged from the previous academic year. Significant declines in math, science and English language arts were noted during 2015-16.
- While overall numbers are lower, 2015-16 saw an increase in the number of diverse students enrolled in educator preparation programs. The number of black/African American, Hispanic, Asian and multi-racial candidates all increased as compared to the previous academic year.

- Rural districts continue to have difficulty in recruiting and retaining teachers in historically hard-to-staff endorsement and licensure areas. The overall teacher shortage continues to have a dramatic impact on rural districts, particularly those throughout the eastern plains.

IV. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

23-1-121. Commission directive - approval of educator preparation programs – review

(6) The department shall annually prepare a report concerning the enrollment in, graduation rates from, and effectiveness of the review of educator preparation programs authorized by the commission. In addition the report shall include data on the outcomes of graduates of educator preparation programs pursuant to [section 22-2-112 \(1\) \(q\), C.R.S.](#) The report shall also state the percentage of educator candidates graduating from each program during the preceding twelve months that applied for and received an initial license pursuant to [section 22-60.5-201, C.R.S.](#), and the percentage of the graduates who passed the assessments administered pursuant to [section 22-60.5-203, C.R.S.](#) For purposes of completing the report required pursuant to this subsection (6), the department of higher education and the department of education shall share any relevant data that complies with state and federal regulations with the other agency. The department shall provide notice to the education committees of the senate and the house of representatives, or any successor committees, that the report is available to the members of the committees upon request.

ATTACHMENT

- 2016 Educator Preparation Report



COLORADO

Department of
Higher Education



COLORADO

Department of Education

**2016 LEGISLATIVE REPORT
EDUCATOR PREPARATION REPORT AY2015-2016**

DECEMBER 2016

1560 Broadway, Suite 1600 • Denver, Colorado 80204 • (303) 862-3001

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COLORADO DEPARTMENT OF HIGHER EDUCATION

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COLORADO DEPARTMENT OF EDUCATION

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VII. AREAS OF FOCUS AND RECOMMENDATIONS 23

This report was prepared by the Student Success and Academic Affairs Division at the Colorado Department of Higher Education (CDHE) with the assistance of the Office of Educator Preparation, Licensing and Educator Effectiveness at the Colorado Department of Education (CDE) pursuant to the requirements of §23-1-121(6) Colorado Revised Statutes.

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Executive Summary

Significant findings described within this report include:

- The total number of individuals completing an educator preparation program at Colorado colleges and universities during the 2015-16 academic declined by 2.2% from the previous year to 2,472. This is the sixth consecutive year the number of completers has declined.
- The number of individuals completing an alternative licensing program was 796 during 2015-16. This continues to remain consistent over the last two reporting cycles and represents approximately one-quarter (25%) of all the total completers in the state.
- There has been a 24.4% decline in the number of educators completing an educator preparation program at Colorado colleges and universities between the years 2010- 2016.
- In addition to a decline in completers, enrollment in educator preparation programs at institutions of higher education remains at low levels and unchanged from the previous academic year. Significant declines in math, science and English language arts were noted during 2015-16.
- While overall numbers are lower, 2015-16 saw an increase in the number of diverse students enrolled in educator preparation programs. The number of black/African American, Hispanic, Asian and multi-racial candidates all increased as compared to the previous academic year.
- Rural districts continue to have difficulty in recruiting and retaining teachers in historically hard-to-staff endorsement and licensure areas. The overall teacher shortage continues to have a dramatic impact on rural districts, particularly those throughout the eastern plains.

I. Introduction

Pursuant to §23-1-121(6) Colorado Revised Statutes, the Colorado Commission on Higher Education (CCHE) reports annually to the Joint Education Committee of the General Assembly on enrollment in, graduation (completion) rates from, and effectiveness of the review of educator preparation programs at institutions of higher education and designated agencies. This report fulfills this statutory requirement.

This report was completed by the Colorado Department of Higher Education (CDHE) and the Colorado Department of Education (CDE). The materials utilized in this report originate from data submitted annually to the department by the 19 institutions of higher education offering educator preparation. Additional material to supplement the report has been provided by the Colorado Workforce Development Council.

The report is divided into eight sections: an introduction, an analysis of educator preparation completers in traditional institutions of higher education, a review of completers from alternative route educator preparation programs, an examination of the enrollment and enrollment trends for educator preparation programs at Colorado colleges and universities, a review of the demographics of those enrolled in educator preparation programs at institutions of higher education, a summary of the reauthorization and program approvals completed in 2016 and additional areas of focus and recommendations for the Colorado education community throughout 2017 and beyond.

II. Completers Through Traditional Licensure Routes

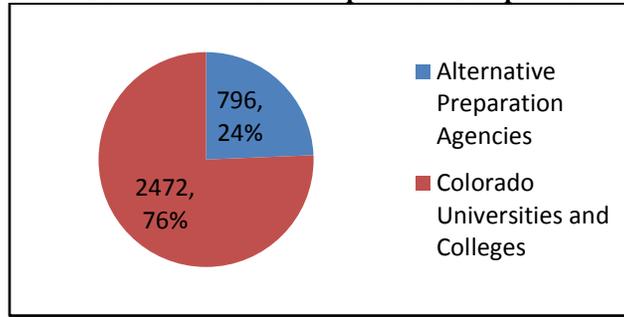
Completer data has become increasingly useful in regards to understanding and forecasting the number of individuals entering the classroom or school as a teacher, administrator or special services provider. The number of completers has a direct correlation to the projected needs of local school districts and has a direct impact on the 899,112 students in Colorado's K12 schools.

The importance of licensure for educators is well-documented and abundant in national and global research. In nearly all cases, unlicensed teachers serving in classrooms resulted in lower achievement rates for students as evidenced by lower assessment scores and decreased high-school completion rates (Darling-Hammond, 2000; Presley, White and Gong, 2005). In general, teachers without a license, earned through a traditional program or an alternative provider, are more likely to be evaluated as ineffective and/or leave the teaching profession within two years of hire. Based on this data, both DHE and CDE continue to support efforts to ensure all teachers are of the highest quality and possess the required licenses and endorsements.

For most Colorado residents, obtaining licensure in the state of Colorado is done primarily through completing an approved educator preparation program ("traditional route") at an established college or university or through a designated agency for alternative teacher preparation ("alternative route"). All combined, 3268 educators completed programs through either a traditional educator preparation program or through a designated agency.

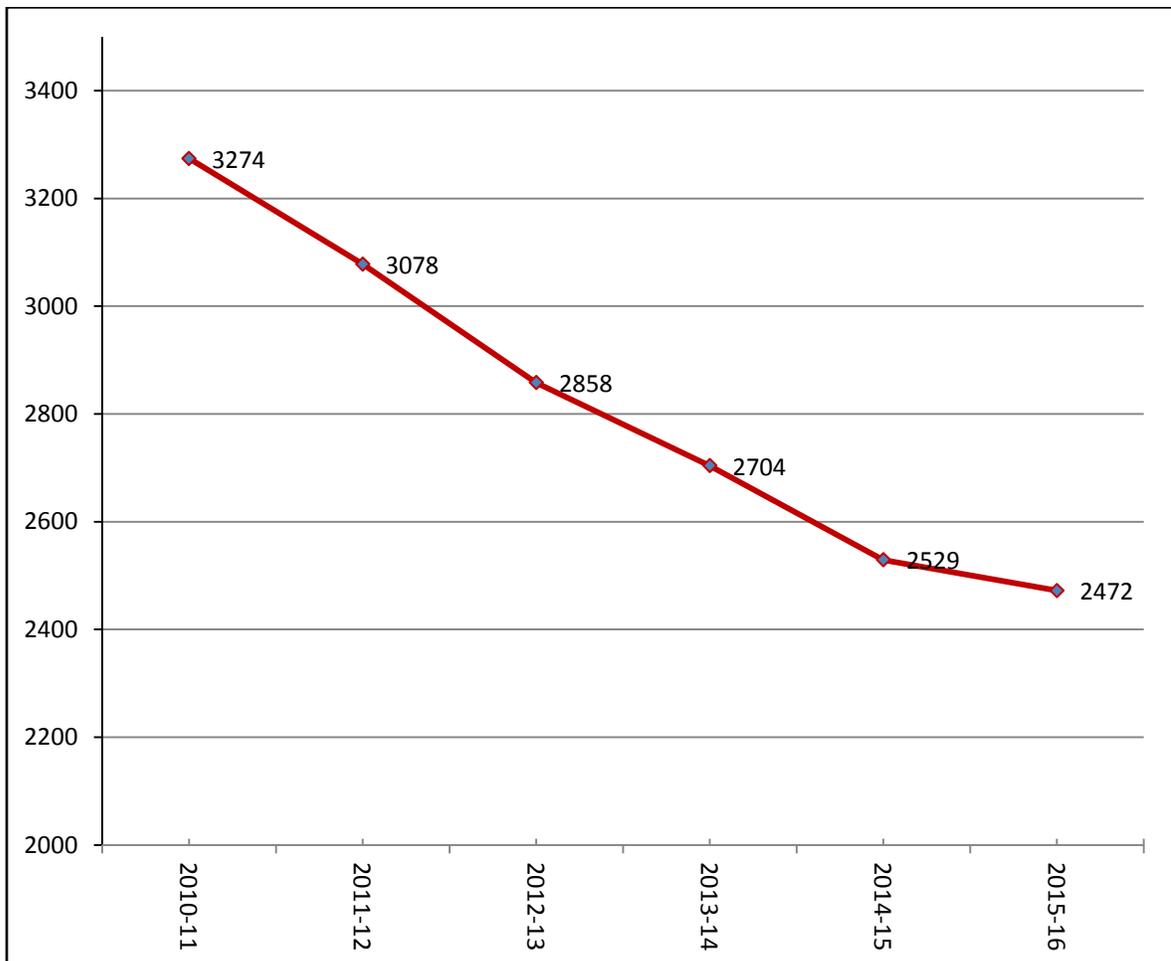
Chart 1 below shows the number and percent of completers from college- and university-based programs versus alternative providers/designated agencies.

Chart 1 - Colorado Educator Preparation Completers 2015-16



During the 2015-16 academic year, 2472 students completed traditional educator preparation programs at colleges/universities, versus 2529 completers in 2014-2015, which is a 2% reduction and marks the sixth consecutive year the number of completers from university/college-based educator preparation programs has declined. From 2010 to 2016, there is a decrease of 24.4% in the total number of completers from traditional educator preparation programs at colleges/universities, as illustrated in Chart 2 below.

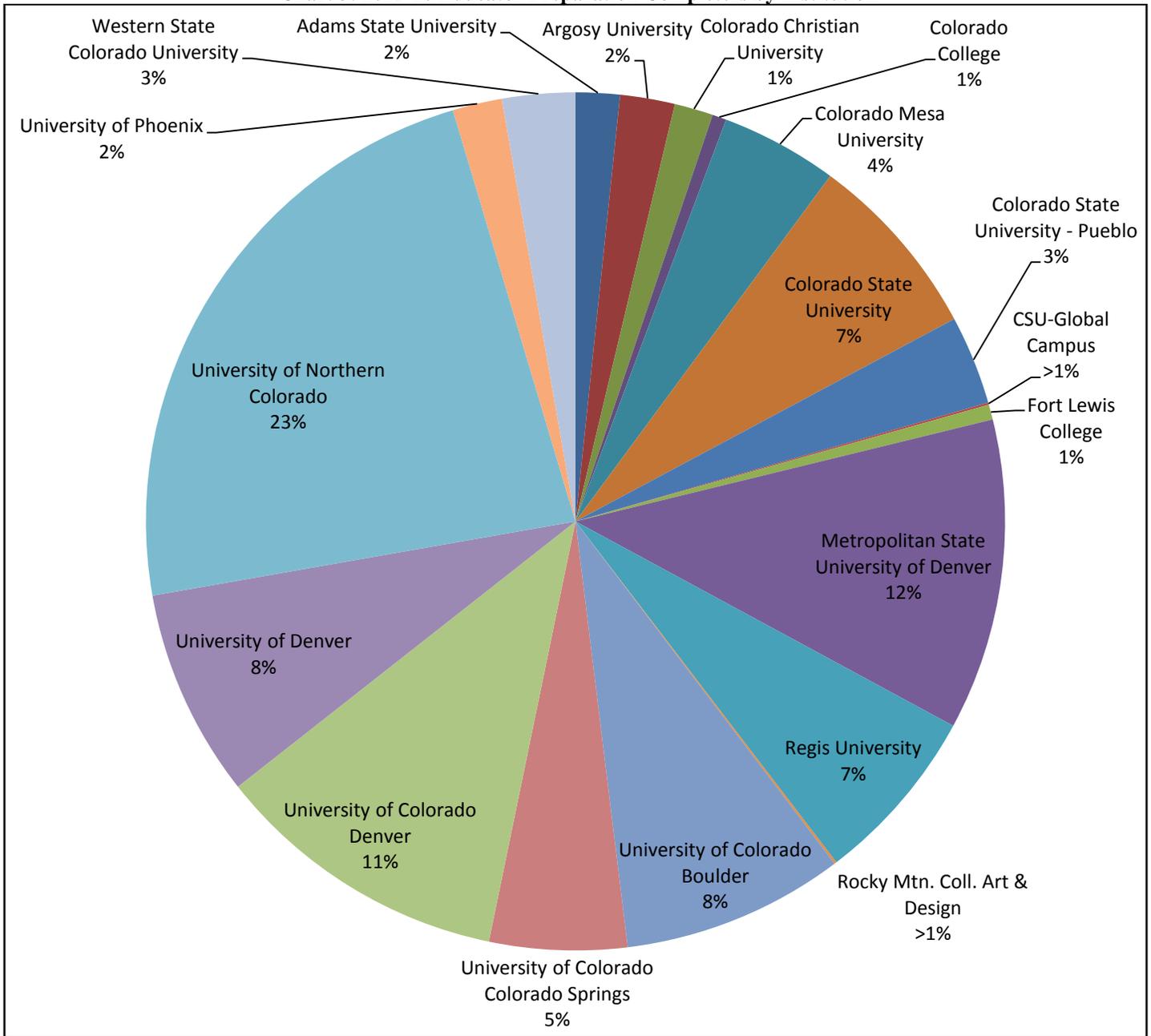
Chart 2 – Colorado Educator Preparation Institution of Higher Education Completers 2010-2016



This downward trend in completer numbers mirrors national and global patterns (USDOE, 2013) related to the ongoing teacher shortage. According to recent studies, less than 5% of high school students are interested in pursuing careers as an educator (ACT, 2016). Primary reasons for this lack of interest in careers in education include: perceptions of job instability, the impact of teacher evaluation systems and financial limitations related to salaries for teachers (Sawchuk, 2014).

Within the “traditional route” students in the state of Colorado are able to complete educator preparation programs at one or more of the 19 state-approved educator preparation providers. In 2015-16 students did complete programs from all of these various institutions of higher education. The University of Northern Colorado had the largest number of completers, 573, encompassing 23% of all completers in the state. Chart 3 below provides a percentage breakdown of completers from colleges and universities during the 2015-16 academic year.

Chart 3: 2015-16 Educator Preparation Completers by Institution



Elementary education programs continue to produce the largest number of completers in the state (751 in 2015-16). Table 1 provides information regarding the endorsement areas for completers at each institution of higher education during the 2015-16 academic year.

Table 1: Completers -- Area of Licensure/Endorsement by Institution

<i>Institution & Total Number of Completers</i>	<i>Completer Licensure/Endorsement Area & Number of Completers</i>
Adams State University – 41 completers	Visual Arts (K-12) 3; Elementary Education 21; English Language Arts 3; World Language 1; Music (K-12) 6; Physical Education 5; Science 1; Social Studies 1
Argosy University – 51 completers	Principal 51
Colorado Christian University – 36 completers	Early Childhood Education 3; Elementary Education 23; English Language Arts 1; Music (K-12) 1; Science 1; Social Studies 1; Special Education Generalist 6
Colorado College – 13 completers	Visual Arts (K-12) 1; Elementary Education 7; English Language Arts 4; Music (K-12) 1
Colorado Mesa University – 109 completers	Visual Arts (K-12) 1; Elementary Education 36; English Language Arts 10; Culturally and Linguistically Diverse Education 3; Mathematics 8; Music (K-12) 5; Physical Education 10; Principal 10; Science 8; Social Studies 10; Special Education Generalist 4; Undeclared or Unknown 4
Colorado State University – 175 completers	Agriculture , Food and Natural Resources 6; Visual Arts (K-12) 16; Business and Marketing Education 1; Business Education 2; Early Childhood Education 28; English Language Arts 37; Family and Consumer Sciences 6; World Language 8; Business and Marketing 2; Mathematics 12; Music (K-12) 9; Science 23; Social Studies 22; Speech 1; Technology Education 2
Colorado State University – Pueblo – 83 completers	Visual Arts (K-12) 3; Elementary Education 21; English Language Arts 5; Instructional Technology Specialist 1; Instructional Technology Teacher 1; Culturally and Linguistically Diverse Education 22; Mathematics 5; Music (K-12) 6; Physical Education 8; Science 2; Social Studies 6; Special Education Generalist 3
CSU – Global Campus – 2 completers	Principal 2
Fort Lewis College – 14 completers	Visual Arts (K-12) 1; Drama Theatre Arts 1; Early Childhood Education 2; Elementary Education 3; English Language Arts 4; World Language 1; Culturally and Linguistically Diverse Education 2; Physical Education 1; Social Studies 1
Metropolitan State University of Denver – 290 completers	Visual Arts (K-12) 19; Early Childhood Education 18; Elementary Education 117; English Language Arts 30; World Language 5; Culturally and Linguistically Diverse Education 9; Mathematics 11; Music (K-12) 5; Physical Education 15; Science 12; Social Studies 22; Special Education Generalist 36

<i>Institution & Total Number of Completers</i>	<i>Completer Licensure/Endorsement Area & Number of Completers</i>
Regis University – 166 completers	Visual Arts (K-12) 2; Business Education 2; Early Childhood Education 4; ECE Special Education 2; Elementary Education 45; English Language Arts 6; Culturally and Linguistically Diverse Education 49; Mathematics 5; Principal 39; Reading Specialist 7; Reading Teacher 1; Science 6; Social Studies 9; Special Education Generalist 14; Undeclared or Unknown 1
Rocky Mountain College of Art and Design – 2 completers	Visual Arts (K-12) 2;
University of Colorado Boulder – 207 completers	Elementary Education 58; English Language Arts 18; World Language 3; Culturally and Linguistically Diverse Education 52; Mathematics 15; Music (K-12) 22; Reading Teacher 8; Science 18; Social Studies 13
University of Colorado Colorado Springs – 128 completers	Early Childhood Education 6; ECE Special Education 6; Elementary Education 52; English Language Arts 3; World Language 1; Gifted Education Specialist 4; Culturally and Linguistically Diverse Education 1; Mathematics 3; Principal 21; Reading Specialist 1; Reading Teacher 2; Science 7; Social Studies 14; Special Education Generalist 13
University of Colorado Denver – 276 completers	Administrator 18; ECE Special Education: Specialist 24; Elementary Education 39; English Language Arts 8; World Language 3; Instructional Technology Specialist 9; Culturally and Linguistically Diverse Education 35; Mathematics 4; Principal 71; Reading Teacher 20; Teacher Librarian 1; Science 8; Social Studies 16; Special Education Generalist 14 Teacher Librarian 9
University of Denver – 194 completers	Visual Arts (K-12) 5; ECE Special Education: Specialist 7; Elementary Education 49; English Language Arts 7; World Language 2; Mathematics 7; Principal 94; Science 5; Social Studies 10; Teacher Librarian 3; Undeclared or Unknown 5
University of Northern Colorado – 573 completers	Administrator 2; Visual Arts (K-12) 14; Drama Theatre Arts 8; Early Childhood Education 40; ECE Special Education 17; ECE Special Education: Specialist 16; Elementary Education 259; English Language Arts 12; World Language 5; Gifted Education Specialist 2; Culturally and Linguistically Diverse Education 67; Mathematics 12; Music (K-12) 29; Physical Education 13; Principal 66; Science 12; Social Studies 15; Special Education Director 8; Special Education Generalist 60; Special Education Specialist: Deaf/Hard of Hearing 8
University of Phoenix – 46 completers	Elementary Education 6; English Language Arts 3; Mathematics 1; Principal 24; Social Studies 12
Western State Colorado University – 68 completers	Visual Arts (K-12) 6; Elementary Education 15; English Language Arts 6; World Language 2; Mathematics 1; Music (K-12) 1; Physical Education 5; Principal 18; Science 5; Social Studies 6; Special Education Generalist 3

Individuals completed programs in 34 licensure areas at Colorado colleges and universities during the 2015-16 academic year. Of particular note are the 84 completers in secondary mathematics, marking the first time since 2011-12 where less than 100 individuals completed the high-demand program. A complete breakdown of completers by endorsement/licensure areas is included in Table 2 below. A list of institutions' abbreviations can be found in Appendix A.

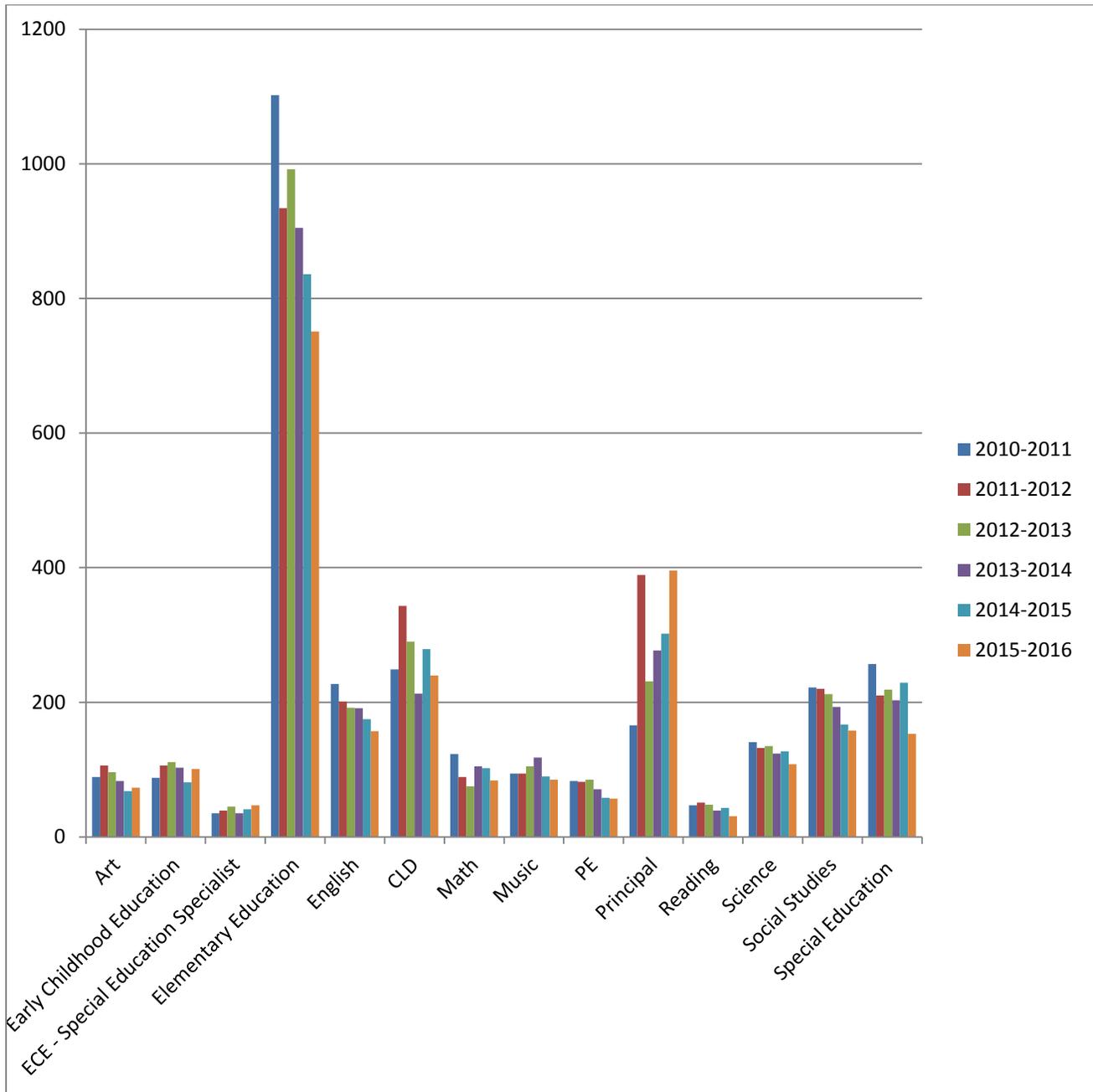
Table 2: Institution of Higher Education Educator Preparation Program Completers by Endorsement/Licensure Areas

Endorsement/Licensure Area	AY 15-16 Completers	Completers by Institution
Administrator	20	UCD 18; UNC 2
Agriculture, Food and Natural Resources	6	CSU 6
Visual Arts (K-12)	73	ASU 3; CC 1; CMU 1; CSU 16; CSUP 3; FLC 1; MSUC 19; RU 2; RMCAD 2; DU 5; UNC 14; WSCU 6
Business and Marketing Education	1	CSU 1
Business Education	4	CSU 2; RU 2
Culturally and Linguistically Diverse Education	240	CMU 3; CSUP 22; FLC 2; MSUD 9; RU 49; UCB 52; UCCS 1; UCD 35; UNC 67
Drama Theatre Arts	9	FLC 1; UNC 8
Early Childhood Education (ECE)	101	CCU 31 CSU 28; FLC 2; MSUD 18; RU 4; UCCS 6; UNC 40
ECE Special Education	25	RU 2; UCCS 6; UNC 17
ECE Special Education: Specialist	47	UCD 24; DU 7; UNC 16
Elementary Education	751	ASU 21; CCU 23; CC 7; CMU 36; CSUP 21; FLC 3; MSUD 117; RU 45; UCB 58; UCCS 52; UCD 39; DU 49; UNC 259; UP 6; WSCU 15
English Language Arts	157	ASU 3; CCU 1; C 4; CMU 10; CSU 37; CSUP 5; FLC 4; MSUD 30; RU 6; UCB 18; UCCS 3; UCD 8; DU 7; UNC 12; UP 3; WSCU 6
Family and Consumer Sciences	6	CSU 6
World Language	31	ASU 1; CSU 8; FLC 1; MSUD 5; UCB 3; UCCS 1; UCD 3; DU 2; UNC 5; WSCU 2
Gifted Education Specialist	6	UCCS 4; UNC 2
Instructional Technology Specialist	10	CSUP 1; UCD 9
Instructional Technology Teacher	1	CSUP 1
Mathematics	84	CMU 8; CSU 12; CSUP 5; MSUD 11; RU 5; UCB 15; UCCS 3; UCD 4; DU 7; UNC 12; UP 1; WSCU 1
Music (K-12)	85	ASU 6; CCU 1; CC 1; CMU 5; CSU 9; CSUP 6; MSUD 5; UCB 22; UCD 29; WSCU 1
Physical Education	57	ASU 5; CMU 10; CSUP 8; FLC 1; MSUD 15; UNC 13; WSCU 5
Principal	396	AU 51; CMU 10; CSUG 2; RU 39; UCCS 21; UCD 711 DU 94; UNC 66; UP 24; WSCU 18
Reading Specialist	8	RU 1; UCCS 1

Endorsement/Licensure Area	AY 15-16 Completers	Completers by Institution
Reading Teacher	31	RU 1; UCB 8; UCCS 2; UCD 20
Teacher Librarian	1	UCD 1
Science	108	ASU 1; CCU 1; CMU 8; CSU 23; CSUP 2; MSUD 12; RU 6; UCB 18; UCCS 7; UCD 8; DU 5; UNC 12; WSCU 5
Social Studies	158	ASU 1; CCU 1; CMU 10; CSU 22; CSUP 6; FLC 1; MSUD 22; RU 9; UCB 13; UCCS 14; UCD 16; DU 10; UNC 15; UP 12; WSCU 6
Special Education Director	8	UNC 8
Special Education Generalist	153	CCU 6; CMU 4; CSUP 3; MSUD 36; RU 14; UCCS 13; UCD 14; UNC 60; WSCU 3
Special Ed. Specialist: Deaf/Hard of Hearing	8	UNC 8
Special Ed. Specialist: Visually Impaired	0	
Speech	1	CSU 1
Technology Education (previously Industrial Arts)	2	CSU 2
Undeclared or Unknown	10	CMU 4; RU 1; DU 5

Specific teaching and administrative areas show variability in terms of the numbers of completers during the last three years. Elementary education remains the most consistently popular endorsement area (30.3% of all completers), as the total numbers of completers in other endorsement areas continue to fluctuate. Significant numbers of educators continue to complete programs leading to principal licensure (396 in 2015-16) and culturally and linguistically diverse endorsements (240). Simultaneously, relatively low numbers of completers can be found in the world languages (31), math (84), science (108) and early childhood education (101) domains – all of which continue to be areas of high demand for school districts due to the limited number of licensed educators in these fields. Chart 4 below highlights this variance.

Chart 4 – Institution of Higher Education Completers by Area (minimum 30 completers in 2015-16 AY)



III. Completers Through Alternative Licensure Routes

In contrast to declining completer numbers at traditional educator preparation programs at colleges and universities, alternative teacher licensure programs remained largely consistent, with a minor decrease of 20 completers in 2015-16. During the 2014-15 academic year, 796 individuals completed an alternative licensure program from one of the 25 designated agencies authorized to provide alternative teacher preparation. Of those, 25% completed programs in elementary education and 35% in the identified high-needs areas of special

education, mathematics, science and foreign/world language combined. Table 3 lists the number of alternative program completers by designated agency during the 2014-15 academic year.

**Table 3: Alternative Teacher Licensure Program Completers by Designated Agency
2015-16**

Designated agency	# of completers	% of total completers	Endorsement Areas
Archdiocese of Denver	25	3%	EC Education 3; Elementary Education 3; English Language Arts 2; French 1; Latin 1; Math 4; PE 7; Science 3; Spanish 1
ASPIRE: University of Colorado Denver	183	24%	Agriculture 2; Visual Arts 2; Business 3; Dance 1; Drama Theatre Arts 3; Elementary Education 50; English Language Arts 30; Math 21; Music 2; Science 29; Social Studies 4; Special Education 30; Speech 1; Spanish: 4; Chinese: 1
Boulder Journey School	35	5%	EC Education 35
Cal Frazier Teacher Fellows Program/School Leaders for Colorado	5	>1%	Elementary Education 1; Math 1; PE 1; Science 1; Social Studies 1
Centennial BOCES	34	4%	Visual Arts 1; Business 2; EC Education 1; Elementary Education 9; English Language Arts 5; Instructional Technology 2; Math 3; Music 1; Science 1; Social Studies 5; Spanish 4
Colorado Christian University	17	2%	Visual Arts 1; Business 1; Drama Theatre Arts 1; EC Education 1; Elementary Education 4 English Language Arts 2; Math 1; Science 1; Spanish 1 Special Education 4
Colorado State University - Pueblo	14	2%	Elementary Education 1; English Language Arts 2; French 1; Math 2; PE 2; Science 1; Special Education 4 Technology Education 1
Denver Public Schools	47	6%	Elementary Education 5; Math 5; Science 8; Special Education 29
Douglas County School District	2	>1%	Marketing 1; Instructional Technology 1
Eagle Rock School and Professional Development	4	>1%	Math 1; Music 1; PE 1; Science 1

Designated agency	# of completers	% of total completers	Endorsement Areas
East Central BOCES	9	1%	Visual Arts 2; English Language Arts 3; PE 1; Science 2; Social Studies 1
Friends' School	27	3%	EC Education 5; Elementary Education 22
Metropolitan State University of Denver	80	10%	Visual Arts 2; Business/Marketing 2; Drama Theatre Arts 2; EC Education 5 Elementary Education 19; English Language Arts 5; Math 9; PE 2; Science 10; Social Studies 1; Special Education 17; Spanish 6
Mountain BOCES	37	5%	Visual Arts 1; Business 1; Business/ Marketing 2; EC Education 2; Elementary Education 9; English Language Arts 1; Health 1; Math 11; Music 1; Science 3; Social Studies 3; Teacher Librarian 1; Spanish 1
Northeast BOCES	25	3%	Visual Arts 2; Elementary Education 15; Math 5; PE 3
Northwest BOCES	11	1%	Elementary Education 4; English Language Arts 1; Science 2; Social Studies 1; Technology Education 1; Spanish 2
Public Education & Business Coalition	74	10%	Visual Arts 1; Business 2; Elementary Education 29; English Language Arts 9; Math 9; PE 2; Science 13; Social Studies 9
Pikes Peak BOCES	43	6%	Visual Arts 3; Drama Theatre Arts 1; EC Education 2; Elementary Education 7; English Language Arts 2; Family/Consumer Studies 1; Instructional Technology 2; Math 4; Music 2; PE 2; Science 3; Social Studies 1; Special Education 6; Technology Education 2; Spanish 5
San Luis Valley BOCES	6	>1%	Visual Arts 1; Math 1; PE 2; English Language Arts 1; Science 1

Designated agency	# of completers	% of total completers	Endorsement Areas
Southeast BOCES	11	1%	Elementary Education 2; English Language Arts 1; Math 1; Science 3; Social Studies 3; Special Education 1
Stanley British Primary School	52	7%	EC Education 43; Elementary Education 9
University of Colorado - Colorado Springs	15	2%	English Language Arts 6; Math 2; Science 3; Social Studies 2; Spanish 2
West Central Licensing Program	7	1%	Agriculture 1; Elementary Education 2; PE 2; Science 1; Spanish 1
Western State Colorado University	11	1%	Elementary Education 1; English Language Arts 3; Math 3; PE 1; Science 2; Special Education 1
TOTAL	796		

IV. Enrollment

Unlike the declining numbers of completers, enrollment in educator preparation programs at institutions of higher education remained largely unchanged during the 2015-16 academic year, with an increase of 5 additional students enrolled as compared to the previous academic year. This increase is partially due to the inclusion of data from three additional institutions (Argosy University, Colorado Mountain College and Colorado State University – Global Campus) that recently began to offer educator preparation programs in Colorado.

It is notable that the 2014-15 academic year posted the lowest enrollment totals dating back to 2010. Accordingly, the state of Colorado continues to see record low enrollment numbers for educator preparation programs at institutions of higher education. We expect this to continue to have a negative impact on the number of completers for the next four-to-five years.

These decreased enrollments also align with national and global trends regarding teacher shortages. Table 4 below provides both cumulative enrollment figures and individual enrollments for the 18 colleges/universities that included at least one program completer during the 2014-15 academic years.

Table 4: Program Enrollments by Institution, 2010-16

<i>Institution</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>Change 2015-2016</i>
Adams State University ¹	486	473	378	314	246	175	188	+ 7.4%
Argosy University	-	-	-	-	-	-	51	n/a
Colorado Christian University	227	245	214	209	195	165	201	+21.8%
Colorado College	62	59	55	42	43	37	26	-30%
Colorado Mesa University	364	219	257	260	200	217	228	+ 5.1%
Colorado Mountain College	-	-	-	-	-	-	92	n/a
Colorado State University	772	879	795	576	868	892	792	-1%
Colorado State University – Global Campus	-	-	-	-	-	-	40	n/a
Colorado State University - Pueblo	387	411	367	325	280	282	334	+18.4%
Fort Lewis College	219	227	180	170	180	171	157	-8.2%
Metropolitan State University of Denver ²	1868	1931	2001	1913	1770	1448	1687	+16.5%
Regis University ⁴	907	1139	732	869	706	545	509	-6.6%
Rocky Mtn. Coll. Art & Design	55	59	47	40	20	39	35	-10.2%
University of Colorado Boulder	871	694	823	786	712	803	708	-11.8%
University of Colorado Colorado Springs	426	351	458	713	655	778	757	-2.7%
University of Colorado Denver	1339	1255	990	866	864	774	725	-6.3%
University of Denver ⁵	174	213	329	350	239	289	255	-11.8%
University of Northern Colorado	3770	3986	3689	3498	3222	2900	2822	-2.7%
University of Phoenix ³	782	746	431	289	195	265	255	-3.8%
Western State Colorado University	140	111	122	88	98	97	71	-26.8%
Grand Total	12950	13103	11987	11387	10537	9891	9896	+ >1%

¹2013 data includes students enrolled as part of the Colorado Boettcher Teacher Residency Program.

²2013 enrollment data includes student enrollment within the post-baccalaureate ALP program.

³University of Phoenix did not report all Elementary Education enrollees in 2009.

⁴2013 enrollment data includes students within the post-baccalaureate archdiocese education program.

⁵University of Denver 2013 enrollment data includes students enrolled as part of the Denver Teacher Residency Program.

Institution of Higher Education–Based Undergraduate, Post-Baccalaureate, and Graduate Enrollments

Institutions of higher education offer a variety of programs to support the development of educators. While some focus on the undergraduate population, other colleges/universities offer post-baccalaureate and graduate

entry points into the education professions. This varied approach is beneficial to both the institutions and the student population, as it provides multiple avenues towards teacher licensure and a career in education. A list of the enrollments at the various levels for each institution is listed in Table 5 below.

Table 5: Program Enrollments for all Endorsement/Licensure Areas by Level by Institution, 2015-16

Institution	Undergraduate	Post-Baccalaureate	Graduate	Grand Total
Adams State University	63	2	123	188
Argosy University			51	51
Colorado Christian University	196	5		201
Colorado College	2	24		26
Colorado Mesa University	145	45	42	228
Colorado Mountain College	92			92
Colorado State University	609	183		792
Colorado State University – Global Campus		17	23	40
Colorado State University – Pueblo	198	76	61	334
Fort Lewis College	144	13		157
Metropolitan State University of Denver	1374	202	122	1687
Regis University	133	22	354	509
Rocky Mtn. Coll. Art & Design	35			35
University of Colorado Boulder	341	94	286	708
University of Colorado - Colorado Springs	614		143	757
University of Colorado - Denver	63		663	725
University of Denver	46		214	255
University of Northern Colorado	2071	12	751	2822
University of Phoenix	127	21	107	255
Western State Colorado University	18		53	71
Grand Total	6271	716	2993	9980¹
% Grand Total	62.8%	7.2%	30.0%	

¹ Enrollment total of 9980 varies from program enrollment by institution (9896) due to individual students enrolled in more than one program at one or more institutions leading to duplicative counts.

Institution of Higher Education–Based Enrollment by Licensure/Endorsement Area over the Last Five Years

Changes in the enrollment population in the various license and endorsement areas continue to have an impact on Colorado’s education environment. In historical areas of high need, enrollments have fluctuated and follow the continuing trend of declining numbers of students enrolled in these educator preparation programs. In 2015-16, Colorado saw an overall 7.4% decrease in total enrollments as compared to previous years with notable decreases in math (-4.5%), science (-4.1%) and English language arts (-8.2%). Increases in the number of individuals pursuing licenses or endorsements in culturally and linguistically diverse education (+27.6%), early childhood education (+58%) and early childhood education – special education (+80.5%) may correlate to increased demand for these roles based on state and national guidelines associated with teacher/pupil ratios and directives related to equity in education. Table 6 provides data related to program enrollments by endorsement licensure areas within Colorado’s institutions of higher education.

Table 6: College/University-Based Program Enrollments by Endorsement/Licensure Areas, 2010-2016

Endorsement/Licensure Area	2010	2011	2012	2013	2014	2015	2016	% change 15-16
Administrator	61	53	20	25	29	30	41	+36.7%
Agriculture, Food and Natural Resources	18	24	25	29	53	48	54	+12.5%
Visual Arts (K-12)	389	402	382	338	289	315	318	+1.0%
Business and Marketing Education	34	15	8	1	4	7	5	-28.6%
Business Education	30	28	16	21	17	13	10	-23.1%
CLDE Specialist: Bilingual Education	42	34	36	21	4	7	4	-42.9%
Culturally and Linguistically Diverse Education	1204	1165	1091	1152	970	1010	1289	+27.6%
Drama Theatre Arts	72	59	63	59	70	73	68	+6.8%
Early Childhood Education	537	662	659	576	590	476	752	+58.0%
ECE Special Education	91	114	99	106	85	113	204	+80.5%
ECE Special Education: Specialist	180	198	179	210	191	193	196	+1.6%
Elementary Education	4213	4072	3801	3533	3254	2886	2840	-1.6%
English Language Arts	931	1001	778	771	726	730	670	-8.2%
Family and Consumer Sciences	34	45	28	23	31	36	28	-16.7%
World Languages	222	234	228	180	169	151	135	-10.6%
Gifted Education Specialist	59	51	46	35	31	27	28	+3.7%
Instructional Technology Specialist	26	20	35	36	30	29	31	+6.7%
Instructional Technology Teacher	28	50	52	26	23	7	6	-14.3%
Business and Marketing	--	--	--	--	1	1	2	+100.0%
Mathematics	470	505	424	449	428	422	403	-4.5%
Music (K-12)	430	511	578	571	572	542	515	-5.0%
Physical Education	398	371	337	281	245	219	220	-0.5%
Principal	926	768	858	762	819	778	819	+5.3%
Reading Specialist	--	21	59	90	61	47	41	-12.8%
Reading Teacher	252	221	170	165	149	162	152	-6.2%
Teacher Librarian	96	144	34	18	11	25	12	-52.0%
Science	536	539	498	470	482	489	469	-4.1%
Social Studies	973	1189	978	859	750	700	669	-4.4%
Special Education Director	53	58	46	44	44	44	35	-20.5%
Special Education Generalist	1342	1379	1187	1203	1094	1009	839	-16.8%
Special Education Specialist	8	8	3	1	4	1	0	-100.0%
Special Education Specialist: Deaf/Hard of Hearing	36	39	24	22	16	24	32	+33.3%
Special Education Specialist: Visually Impaired	51	40	7	7	8	6	3	-50.0%
Speech	10	22	22	14	9	11	9	-18.2%
Teacher Librarian (requires 1 or more years of teaching experience)	71	51	29	14	9	10	32	+220.0%
Technology Education (previously Industrial Arts)	4	4	7	9	21	15	12	-20.0%

Undeclared or Unknown	13	13	1	19	3	36	40	-11.1%
Grand Total	12950	13103	11987	11227	11292	10692	9896	-7.4%

V. Demographics

For students enrolled in educator preparation programs, the demographics of age, race and ethnicity, and gender remains stable. In general, Colorado’s emerging teaching and educational administrative work force tends to be young, female and white/non-Hispanic. One important factor to note, however, is that this demographic data only includes those students enrolled in educator preparation programs at colleges/universities. Demographic data from the alternative certification and licensure programs is not collected at this time, and, therefore, not included.

Gender

As seen in Table 6, more than three-quarters (75.45%) of all students enrolled in an educator preparation program are female. As a percentage, the number of male teachers has increased during the last five years, but the increase has been minimal and, when evaluated with the decrease in the total numbers of students enrolled in educator preparation programs, reflects a decrease of 113 male teachers from the previous academic year.

Table 6: Institution of Higher Education-Based Educator Preparation Program Enrollments For All Endorsement/Licensure Areas by Gender, 2009-2015

Gender	2009	2010	2011	2012	2013	2014	2015	2016
Female	8418 76.10%	9852 76.08%	9992 76.26%	9143 76.27%	8613 76.72%	7946 75.65%	7464 75.45%	7609 76.89%
Male	2639 23.86%	3087 23.84%	3103 23.68%	2828 23.59%	2601 23.17%	2523 24.02%	2410 24.36%	2279 23.02%
Unknown	8 0.07%	13 0.10%	12 0.09%	23 0.19%	14 0.12%	35 0.33%	17 .17%	8 .08%
Grand Total	11062	12950	13103	11987	11227	10504	9891	9896

Race and Ethnicity

Racial and ethnic diversity among black/African American (non-Hispanic) and Hispanic candidates showed significant increases in 2015-16. The number of black/African American candidates increased by 29 and the number of enrolled Hispanic educators throughout Colorado increased by 149 to 1375 – the highest total in the last six years. The number of Asian students enrolled in educator preparation programs increased by 14 and those reporting more than one race/ethnicity increased 44 to a total of 257 candidates (2.6% of all enrolled students). Table 7 provides additional detail regarding the racial and ethnic composition of candidates.

Table 7: Endorsement/Licensure Areas by Race and Ethnicity, 2011-2016

Federal Race and Ethnicity Categories	2011	2012	2013	2014	2015	2016	Percentage 2016
Asian	204	189	164	160	133	147	1.5%
Black or African American, non-Hispanic	266	253	224	204	193	222	2.2%
Hawaiian or Pacific Islander	13	16	12	12	13	11	>1%
Hispanic ¹	1261	1315	1329	1218	1226	1375	13.9%
Native American or Alaskan Native	116	106	92	74	76	76	>1%
Unknown Ethnicity	1727	1395	1279	1001	862	735	7.4%
White, non-Hispanic	9384	8538	7924	7575	7145	7064	71.4%
More than one race/ethnicity (non-Hispanic)	128	180	207	227	213	257	2.6%
Non-Resident Alien	24	30	35	33	40	41	>1%
Grand Total	13103	11987	11227	10504	9891	9896	

¹ Under the new federal categories, “Hispanic” is prioritized over other categories. That is, if an individual claims “Hispanic” ethnicity, they cannot claim any other category. Accordingly, “More than one race or ethnicity” is for non-Hispanics only.

Age

The majority (793%) of enrolled candidates are under the age of 35. This pattern has been consistent since 2009. Inclusion of demographic data from alternative licensure programs would likely result in an increase in the numbers of students in the 35+ stratum. Table 8 provides detail regarding the age of students enrolled in educator preparation programs in Colorado colleges and universities during the 2015-16 academic year.

Table 8: Institution of Higher Education-Based Educator Preparation Program Enrollments For All Endorsement/Licensure Areas by Age, 2009-2016

Age	2009	2010	2011	2012	2013	2014	2015	2016
24 years or younger	5087 45.99%	5487 42.37%	5887 44.93%	5732 47.82%	5441 48.46%	4989 47.50%	4868 49.22%	4876 49.27%
25-34 years	3513 31.76%	4358 33.65%	4283 32.69%	3803 31.73%	3499 31.17%	3269 31.12%	3075 31.09%	2973 30.04%
35+ years	2638 23.85%	3323 25.66%	3163 24.14%	2631 21.95%	2465 21.96%	2246 21.38%	2095 21.18%	2047 20.69%
Grand Total	11062	12950	13103	11987	11227	10504	9891	9896

Note: Some students are in more than one age bracket because they had birthdays at some point during the academic year that moved them from one age bracket to the next. The Grand Total, however, reflects the number of unduplicated students.

The age demographics of educator preparation differ from the total population of students enrolled at four-year institutions, as educator preparation students tend to be older. For students in all programs within Colorado four-year colleges and universities, 90.05% (147,840 of 164,172) of students are under 40 years of age, while educator preparation programs also have nearly 21% of students older than 35. Further, educator preparation programs are comprised of 50.73% of students above age 24, where the general Colorado population reflects only 22.43% of students older than 24.

V. Reauthorization and Programmatic Approval

CDHE and CDE monitor educator preparation providers through periodic and regular programmatic review. As stipulated in 23-1-121(4)(a)(I),C.R.S., the Colorado Commission on Higher Education (CCHE) and CDHE, in conjunction with the State Board of Education (SBoE) and CDE, are required to review all educator preparation providers not more frequently than once every five years to ensure the programs meet the statutory requirements for reauthorization.

In addition to on-campus reauthorization site visits, both CDE and CDHE review all new educator preparation program proposals submitted by institutions of higher education. Upon successful review by CDE and CDHE staff, new program proposals are approved by both the SBoE and CCHE.

Reauthorization

During the 2016 calendar year, the educator preparation providers at the following institutions underwent reauthorization review:

- Argosy University
- Colorado Christian University
- Colorado Mountain College
- Colorado State University – Pueblo
- Western State Colorado University

In all instances, review teams are comprised of academic experts in the field of educator preparation, individuals familiar with the P20 pipeline in Colorado and, when possible, a local K12 practitioner from a partner district associated with the institution. Per statute, each reauthorization visit coincided with accreditation visits from national accreditation agencies (when applicable) to reduce or eliminate duplicative reporting.

Programmatic Approval

During the 2016 calendar year, the following new programs were approved by the Colorado State Board of Education and/or the Colorado Commission for Higher Education:

- Administrator Licensure at Western State Colorado University
- Bachelor of Arts in Inclusive Elementary Education at the University of Colorado Colorado Springs
- Bachelor of Arts in Early Childhood Education at Adams State University
- Education Doctorate in Leadership at Adams State University

- Culturally and Linguistically Diverse Bilingual Education Specialist at the University of Colorado Denver
- Approval of the Relay Graduate School of Education as an educator preparation provider within Colorado
- Masters of Arts in Education with Teacher Licensure at Fort Lewis College
- Bachelor of Arts in Elementary Education at the University of Colorado Boulder
- Principal Licensure at Colorado Christian University

VI. Areas of Focus and Recommendations

In 2017, CDHE and CDE will embark on various initiatives designed to support educator preparation providers and the educator population throughout Colorado. These ventures center on ensuring Colorado compliance with new federal regulations regarding the oversight of educator preparation entities in the state, modifying and adopting best practices regarding teacher quality and educator preparation program review, continuing to support rural districts in their need to recruit and retention effective classroom educators and supporting existing initiatives such as concurrent enrollment, post-secondary workforce readiness and educator effectiveness.

Areas of Focus

The Educator Preparation, Licensure and Educator Effectiveness division of CDE began the task of analyzing and aligning the current rules established with licensure in 2014. After extensive effort in collecting and analyzing stakeholder feedback and public commentary, the new rules for Colorado licensure were adopted in 2016. These new rules translate to a more streamlined licensing experience for both new and existing educators.

Supporting the recruitment and retention of educators within rural school districts in Colorado continues to be an area of focus for the Student Success and Academic Affairs division of CDHE. With the passage of Senate Bill 16-106, DHE has become the administrator of a program designed to support rural teacher recruitment and retention through specific action steps adopted by the Colorado State Legislature. In November, 2016 an institution of higher education will be awarded the right to host and help administer these programs in conjunction with CDE and DHE and the Colorado Community College System. It is expected that these initiatives will result in more cohesive avenues connecting educators and these rural districts will develop a more robust and stable educator workforce.

The ongoing changes within the higher education sector continues to present challenges to both agencies – particularly related to institutions that offer educator preparation services in multiple states and in on-line environments. Both Educator Preparation and Licensing at CDE and Educator Preparation at DHE continue to keep abreast of ongoing changes related to institutional changes that are impacting the higher education sector throughout the United States. It is anticipated that ongoing communication between the two agencies will help mitigate any potential issues with impacted institutions.

Recommendations

A general understanding regarding the long-term decline of educator numbers in Colorado has been widely developed and the state urgently needs to increase the number of individuals interested in pursuing a career in

education. Accordingly, it is recommended that higher education institutions, Colorado state agencies, non-profit entities and local school districts begin to develop a plan of action that addresses the systemic issues causing and related to the teacher shortage impacting all regions of the state. The Colorado BOCES association has actively proposed the development of a plan that includes solutions related to remedying the issue of educator shortages and both CDE and DHE, along with members of the larger education and legislative communities should participate in the development of this plan.

Programmatic modification should continue to be reviewed by both CDE and CDHE to align with national trends regarding outcome-based assessments, multi-disciplinary curriculum design and instruction and adherence to district needs regarding culturally and linguistically diverse (CLD) endorsement and other areas of licensure perceived as “high needs.” Further, an initial study into the structure and content contained within Colorado’s graduate programs in education (e.g. M.Ed. and M.A.T.) should be undertaken to ensure program quality, academic rigor and alignment with the needs of local school districts and community partners. This will not only ensure that practicing educators are being exposed to current and emerging educational theory and practice, but will also directly benefit the students in their charge. Ensuring that Colorado teachers are well prepared for teaching throughout the 21st century continues to be a primary objective of both the Colorado Department of Education and the Colorado Department of Higher Education.

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Appendix A: Institutions' Abbreviations

ASU – Adams State University
AU – Argosy University
CCU – Colorado Christian University
CC – Colorado College
CMU – Colorado Mesa University
CSU – Colorado State University
CSUG – Colorado State University – Global Campus
CSUP – Colorado State University Pueblo
FLC – Fort Lewis College
JIU – Jones International University
MSUD – Metropolitan State University of Denver
RU – Regis University
RMCAD – Rocky Mountain College of Art and Design
UCB – University of Colorado Boulder
UCCS – University of Colorado Colorado Springs
UCD – University of Colorado Denver
DU – University of Denver
UNC – University of Northern Colorado
UP – University of Phoenix
WSCU – Western State Colorado University

TOPIC: CCHE OVERVIEW PRESENTATION

PREPARED BY: MEGAN MCDERMOTT, DIRECTOR OF COMMUNICATIONS
LINDSAY SANDOVAL, COMMUNICATIONS SPECIALIST

I. SUMMARY

This information item shares a recently updated version of the Colorado Commission on Higher Education (Commission, CCHE) Commissioner PowerPoint Presentation.

II. BACKGROUND

In the past, the Department of Higher Education (DHE) communications team has designed a PowerPoint presentation that Commissioners use at public outreach events.

Designed as an overview of the Commission and its work, the presentation covers the purpose and composition of CCHE—as well as its relationship to the Department; the Master Plan; and, DHE programs and initiatives. This PowerPoint is intended to educate the general public; Commissioners are welcome to customize the presentation depending on the audience.

III. STAFF ANALYSIS

The CCHE PowerPoint was last updated in the Summer of 2015. This revised version includes the names of new Commissioners and advisors, the latest statistics, and updated messaging regarding the attainment gap. We have also refreshed many of the graphics to align with State of Colorado branding. Lastly, we have provided talking points in the “Notes” section of the PowerPoint file to help structure your presentation.

IV. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

N/A.

ATTACHMENT(S):

- CCHE Presentation



Colorado Higher Education

Our challenges and our goals



COLORADO

Department of
Higher Education

Agenda

1. What is the CCHE?
2. What do we focus on?
3. Why does it matter?

Colorado Commission on Higher Education

- An 11-member, bipartisan council appointed by the governor with at least one member from each Congressional district
- Coordinating body, not a regulatory entity
- Responsibilities include:
 - *State institutional funding*
 - *State student financial aid*
 - *Long-range planning*

Current Commissioners

- **Chair Monte Moses:** education consultant, a resident of the 6th Congressional District.
- **Vice Chair Luis Colon:** senior consultant with Xcelente Global, a resident of the 4th Congressional District
- **John L. Anderson:** partner at Schoolhouse Partners, a resident of the 3rd Congressional District
- **Mary Beth Buescher:** attorney and Colorado Juvenile Parole Board member, a resident of the 3rd Congressional District
- **Maia Babbs:** Vice President of Obermeyer Wood Investment Council, a resident of the 2nd Congressional District
- **Renny Fagan:** President and Chief Executive Officer of the Colorado Nonprofit Association, a resident of the 7th Congressional District

Current Commissioners

- **Cassie Gannett:** Assistant Principal of Stratmoor Hills Elementary School, a resident of the 5th Congressional District
- **Jeanette Garcia:** Director of Career Services at IntelliTec College of Pueblo, a resident of the 3rd Congressional District
- **Vanecia Kerr:** Managing Director of Marketing, Communications and Development for City Year Denver, a resident of the 6th Congressional District
- **Tom McGimpsey:** Vice President of Corporate Development and General Counsel of Advanced Energy, a resident of the 2nd Congressional District
- **Paula Sandoval:** Former state senator and entrepreneur, a resident of the 1st Congressional District

CCHE Advisory Committee

LEGISLATIVE ADVISORS

Senator Nancy Todd, *Senate Minority Appointment*

Senator Owen Hill, *Senate Majority Appointment*

Senator Chris Holbert, *Senate Majority Appointment*

Representative Jeni Arndt, *House Majority Appointment*

Representative Mike Foote, *House Majority Appointment*

Representative Kevin Priola, *House Minority Appointment*

SUBJECT MATTER ADVISORS

Mr. Wayne Artis, *Faculty Representative*

Mr. Mark Cavanaugh, *Independent Higher Education Colorado Representative*

Mr. Steve Kreidler, *Chief Financial Officer Representative*

Dr. Barbara Morris, *Academic Council Representative*

Ms. Misti Ruthven, *K-12 Representative*

Ms. Melissa Wagner, *Parent Representative*

Vacant, *Student Advisor*

How CCHE and DHE Work Together

Working in tandem, the CCHE and the department align their activities to the CCHE Master Plan, which maps out how Colorado can meet the educational needs of its citizens, businesses and institutions.

Specific CCHE duties:

- Establish the distribution formula for higher education funding; recommend statewide funding levels to the legislature.
- Approve institutional capital construction requests; recommend capital construction priorities to the legislature.
- Administer statewide student financial aid programs through policy development, program evaluation, and allocation of funds.
- Collect and analyze student data, evaluate programs and outcomes and report best practices.
- Establish a statewide enrollment policy and admission standards.
- Conduct special studies as appropriate or directed, regarding statewide education policy, finance, or effective coordination.

Our Institutions

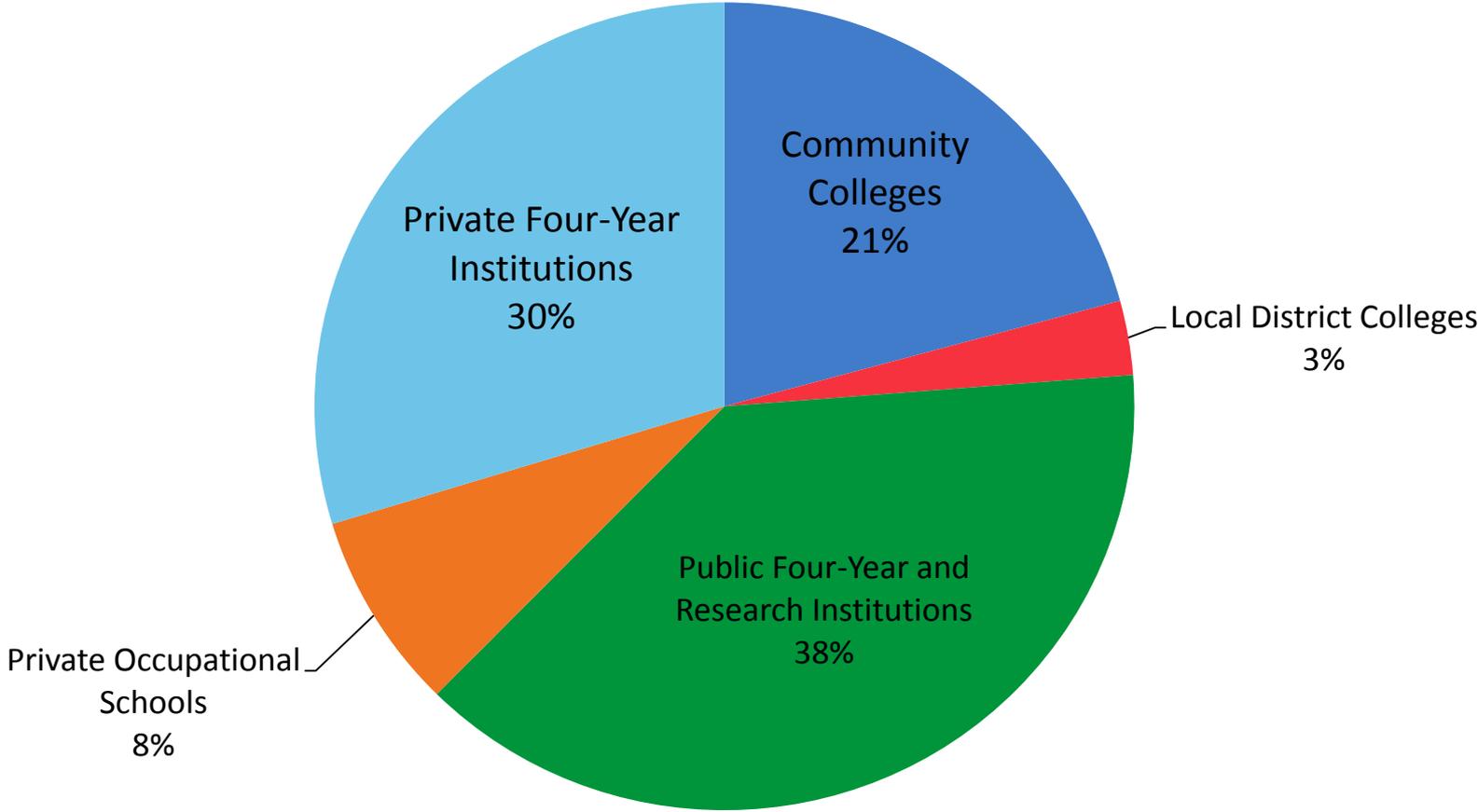
Public institutions: 31 public institutions of higher education (established by the Colorado General Assembly and the Colorado Constitution)

- 13 four-year and research institutions
- 15 two-year institutions
- 3 area technical colleges

Private occupational schools: More than 350 private occupational schools

Private institutions: More than 85 degree-granting private colleges and religious training institutions

Our Enrollment



CCHE's Master Plan

#1
Increase
Attainment

#2
Improve
Student
Success

#3
Reduce
Gaps

#4
Restore
Fiscal
Balance

[Read the Master Plan](#)



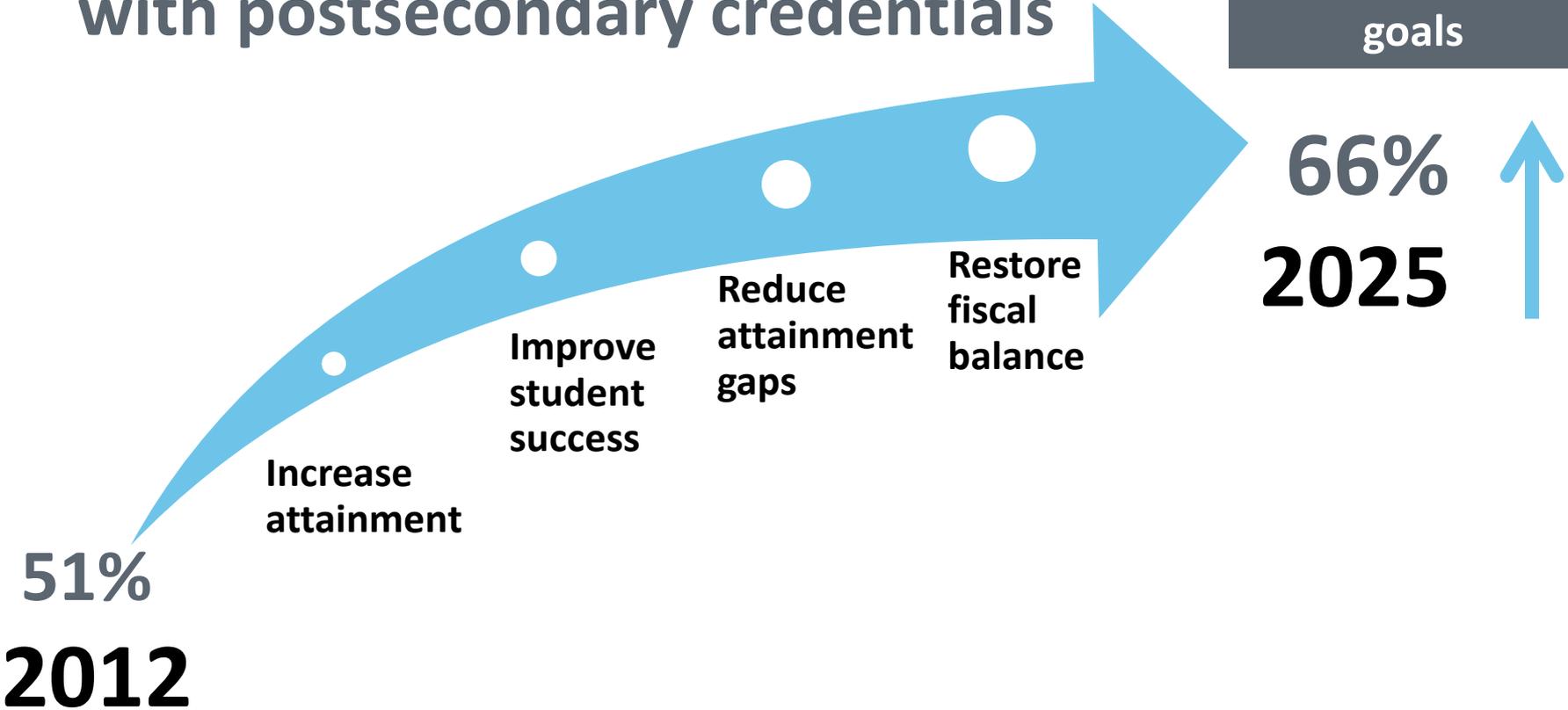
Colorado's Higher Education Challenges

- **Workforce needs** – *We won't have enough educated Coloradans to fill our state's jobs in 2020.*
- **Education pipeline** – *Fewer than 25 percent of Colorado ninth-graders earn a college degree.*
- **Completion gaps** – *The fastest-growing segments of our population are least likely to earn a degree.*
- **Shifting financial burden** – *The share of college costs paid by students has doubled in 10 years.*

Meeting the Challenges

Increase percent of Coloradans with postsecondary credentials

State economic and workforce goals



A Focus on Performance

PAST

Emphasis on ACCESS:
Who's getting to campus?

TODAY

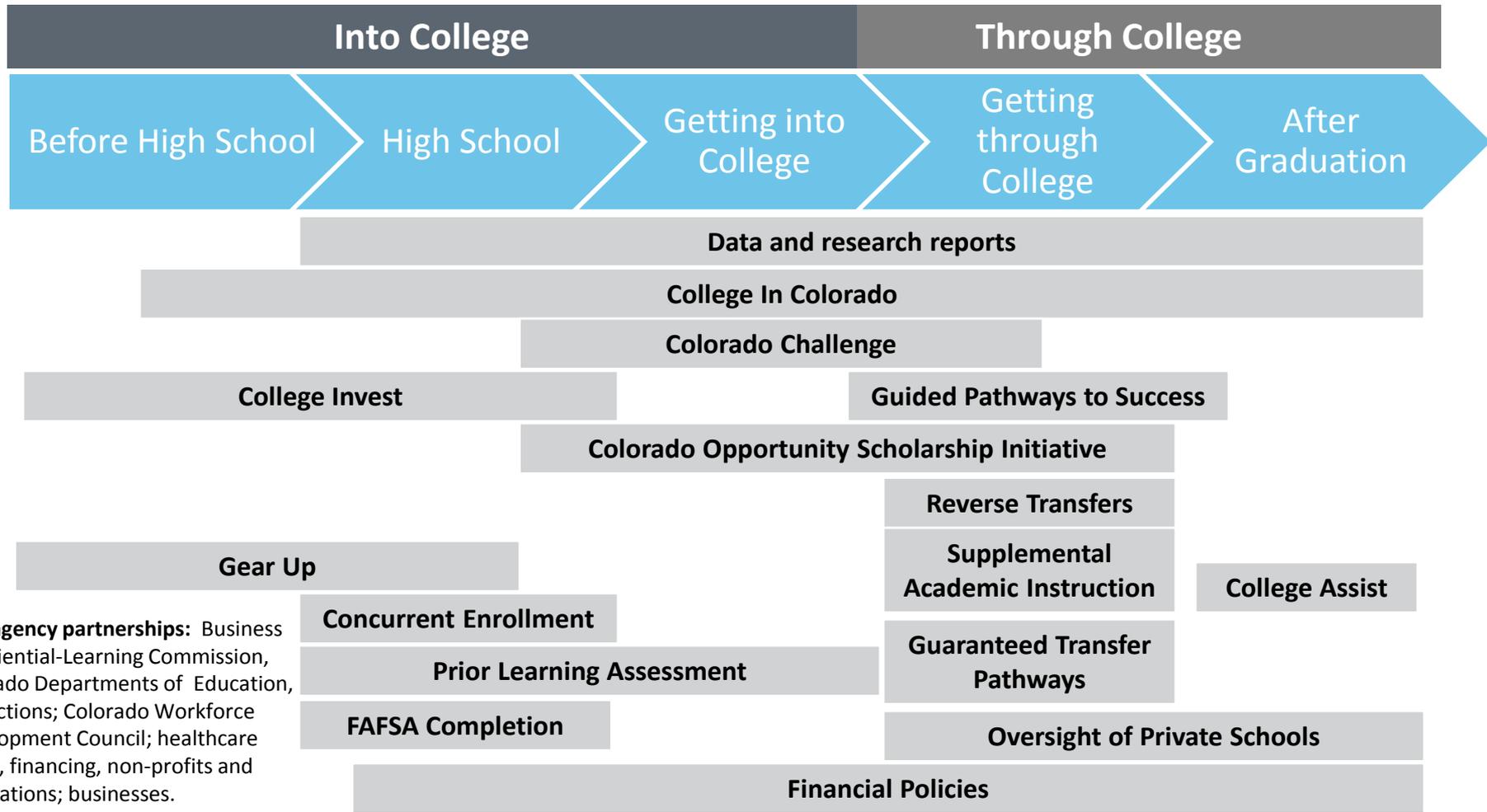
Emphasis on COMPLETION:
Who's earning a
postsecondary credential?

DHE's Top Strategic Priority

Closing the attainment gap

- Latino/Hispanic students are the fast-growing population in Colorado yet the least likely to go to college
- The majority of jobs in Colorado's most dynamic sectors will require two-year or four-year credentials.
- By closing the gap, we'll foster an engaged and educated workforce population that will power Colorado's 21st century economy.

How We're Meeting These Goals



Our Programs and Initiatives



College Opportunity Fund: Students who attend an in-state institution receive a set stipend per credit hour.



College Opportunity Scholarship Initiative: A public-private partnership initiative that funds programs committed to improving accessibility, affordability and support services.



Colorado Gear Up: A federally-funded grant program placing full-time postsecondary advisors in more than two dozen middle and high schools across the state.



College Challenge: A grant funded program that places full-time advisors in Colorado institutions who continue guiding Gear Up students through college.

Our Programs and Initiatives



Study Colorado: Promotes the internationalization of Colorado institutions.



College In Colorado: An outreach program and online resource that helps students plan, pay and prepare for college and careers.



CollegeInvest: Provides a variety of savings options to meet help Colorado families save for higher education programs .



Degree Within Reach: A reverse-transfer program that encourages Colorado citizens to combine credits from universities and community colleges and apply them toward an associate degree.

Why Higher Education Matters

Personal benefits

Earn more Healthier lifestyles
Vote more Value education for children

Community benefits

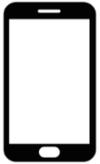
Attracts better jobs
Lowers unemployment & incarceration rates
Reduces health costs

Statewide benefits

Employs **56 percent** of all state employees
Fosters an educated, engaged workforce whose skills align with Colorado's shifting economy



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@COHigherEd





TOPIC: APPLICATION FOR PARTICIPATION IN STATE-FUNDED STUDENT ASSISTANCE PROGRAM – LINCOLN COLLEGE OF TECHNOLOGY

PREPARED BY: ANDREW RAUCH, LEAD FINACNE ANALYST

I. SUMMARY

This action item is for the consideration of Lincoln College of Technology to participate in the state-funded student financial assistance program (financial aid).

II. BACKGROUND

Institutions seeking to participate in state-funded student assistance programs (state financial aid) must file an application, to determine eligibility pursuant to the statute, with the Colorado Commission on Higher Education (CCHE) by October 1 to participate in the succeeding fiscal year (i.e., July 1 – June 30). Applications are reviewed, then approved or denied by the Colorado Commission on Higher Education.

Criteria for institutional eligibility for the state-funded student assistance program are set forth in C.R.S. 23-3-101:

“(3) "Institution" means an educational institution operating in this state which meets all of the following:

- (a) Admits as regular students persons having a certification of graduation from a school providing secondary education or comparable qualifications and persons for enrollment in courses which they reasonably may be expected to complete successfully;
- (b) Is accredited by a nationally recognized accrediting agency or association and, in the case of private occupational schools, holds a regular certificate in accordance with the provisions of article 59 of title 12, C.R.S.;
- (c) (I) Provides an educational program for which it awards a bachelor's degree;
 - (II) Provides not less than a two-year program which is acceptable for full credit towards such a degree; or
 - (III) Provides not less than a six-month program of training to prepare students for gainful employment in a recognized occupation;
- (d) Is not a branch program of an institution of higher education whose principal campus and facilities are located outside this state.”

Statute also directs CCHE to establish additional criteria for institutions that meet the statutory definition. These are outlined in CCHE policy. At minimum, an institutional applicant must have:

1. operated in Colorado for at least two years under current ownership;
2. successfully administered federal campus-based programs for two years under the current owner;
3. participated in and resolved any finding from an audit of their financial aid operations;
4. the proper accreditation standards; and,
5. submitted an application to the Commission.

If the institutions meets all of the requirements and the Commission approves the application, the institution will receive initial need-based grant funding.

III. STAFF ANALYSIS

Staff reviewed the application materials submitted by Lincoln College of Technology. The College does not meet the statutory requirements to be considered an institution eligible for consideration for Colorado state-funded student financial aid. Lincoln College of Technology is a branch program of an institution that is headquartered outside of Colorado, and is therefore, ineligible under state law to be considered for financial aid.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission not approve Lincoln College of Technology as an eligible institution for participation in Colorado's state-funded student financial aid programs beginning fiscal year 2017-18.

V. STATUTORY AUTHORITY

C.R.S. 23-3.3-102(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

TOPIC: APPLICATION FOR PARTICIPATION IN STATE-FUNDED STUDENT ASSISTANCE PROGRAM – EVEREST COLLEGES

PREPARED BY: ANDREW RAUCH, LEAD FINACNE ANALYST

I. SUMMARY

This action item is for the consideration for the Everest Colleges to participate in the state-funded student financial assistance program (financial aid).

II. BACKGROUND

Institutions applying to participate in Colorado's state-funded student financial assistance program must meet two sets of requirements. Colorado State Statute provides a definitional requirement for institutions seeking eligibility for state-funded student financial aid. The statutory requirements, last amended in 2009, are outlined in 23-3.3-101(3) in the definition of institution that is applied in this section of statute. The statutory requirements are below.

(3) "Institution" means an educational institution operating in this state which meets all of the following:

- (a) Admits as regular students persons having a certification of graduation from a school providing secondary education or comparable qualifications and persons for enrollment in courses which they reasonably may be expected to complete successfully;
- (b) Is accredited by a nationally recognized accrediting agency or association and, in the case of private occupational schools, holds a regular certificate in accordance with the provisions of article 59 of title 12, C.R.S.;
- (c) (I) Provides an educational program for which it awards a bachelor's degree;
(II) Provides not less than a two-year program which is acceptable for full credit towards such a degree; or
(III) Provides not less than a six-month program of training to prepare students for gainful employment in a recognized occupation;
- (d) Is not a branch program of an institution of higher education whose principal campus and facilities are located outside this state.

Statute directs CCHE to establish additional criteria for institutions that meet the statutory definition. These are outlined in CCHE policy. At minimum, an institutional applicant must have operated in Colorado for at least two years under current ownership, successfully administered federal campus-based programs for two years under the current owner, participated in and resolved any finding from an audit of their financial aid operations, have the proper accreditation standards, and have submitted an application to the Commission. If the Commission approves the application, the institution will receive initial need-based grant funding.

III. STAFF ANALYSIS

Staff reviewed the application materials submitted by Zenith, the company that now owns the Everest Colleges. The applications submitted for the two colleges, one in Thornton and one in Colorado Springs, generally meet the CCHE's criteria and the colleges have been operating in Colorado for two years under their new ownership (previously the institutions were owned by Corinthian). There were no audit findings regarding federal financial aid on the audit submissions.

However, based on the information provided in the applications, the two Everest Colleges are governed by the Zenith Board and this board is not headquartered in Colorado. This does not meet the statutory requirement that an institution or college be headquartered in Colorado. This statutory requirement was added in 2009, and institutions participating in financial aid before the statutory change were grandfathered into the program. The Everest Colleges were grandfathered in while under Corinthian's ownership. However, under their new ownership, and based on the information provided, the Everest Colleges are governed by an entity that resides outside of the State of Colorado. This does not meet the statutory requirements to be eligible for state-funded financial aid.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission not approve Everest Colleges as eligible institutions for participation in Colorado's state-funded student financial aid programs beginning fiscal year 2017-18.

V. STATUTORY AUTHORITY

C.R.S. 23-3.3-102(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

TOPIC: THE FISCAL YEAR 2015-16 FINANCIAL AID REPORT

PREPARED BY: ANDREW RAUCH, LEAD FINANCE ANALYST

I. SUMMARY

This agenda item contains the Fiscal Year 2015-16 Financial Aid Report.

II. BACKGROUND

Historically the Long Bill footnotes required the Colorado Department of Higher Education to report financial aid expenditures to the Joint Budget Committee and the Senate and House Education Committees. While the Long Bill footnotes no longer require the submission of the report, the Joint Budget Committee has requested, through an annual Request for Information (RFI), that the Department continue to provide it. Therefore, this agenda item represents the Department's compliance with that request.

III. STAFF ANALYSIS

Highlights from the report include:

- In FY 2015-16, federal grant aid accounted for 32% of all grant aid in Colorado. Pell grants alone accounted for approximately 14% of total aid.
 - In FY 2015-16, the maximum Pell grant was \$5,775.
 - 15.7% of Colorado's Pell grant recipients received the maximum award.
 - The average Pell grant award was \$3,439, up \$70 from the prior year.
 - The number of Pell grants reported in the Department's State Unit Record Data Base (SURDS) has decreased since FY 2010-11. This decrease can be attributed to a reduction in enrollment due to more prosperous economic conditions.
- State funded financial aid comprised 14% of all grant aid and almost 8% of all aid, including federal loans.
 - Total funding for state grant programs remained relatively constant during the Great Recession, but as economic conditions and state funding improved, there was a significant increase in FY 2014-15 and FY 2015-16. The number of recipients of state grants need-based grants decreased by 6% in 2016. This is a result of enrollment decreases. The average award has almost doubled since 2011.
- Institutional grant aid comprises approximately 49% of all grant aid, or about 27% of all financial aid, including loans.
 - Institutional aid increased by over 47% between FY2010-11 and FY2015-16.
 - Institutional investment in student aid is the greatest at four year institutions, both public and non-profit private.

- The average cumulative loan debt at graduation from public four year institutions ranged from \$17,563 to \$33,745. The average student loan debt for baccalaureate graduates was \$25,877 in FY 2015-2016.

IV. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

This report is not tied to statute and is done in compliance with a Joint Budget Committee Request for Information.

ATTACHMENT(S):

- The Fiscal Year 2015-16 Financial Aid Report



COLORADO

**Department of
Higher Education**

FINANCIAL AID REPORT 2015-16

DECEMBER 1, 2016

*Prepared by
Andrew Rauch, Lead Finance Analyst*

HIGHLIGHTS

- Nearly 44% of all students who received financial assistance in fiscal year (FY) 2015-16 (July 1, 2015-June 30, 2016) received a Pell grant.
- In FY 2014-15, federal grant aid accounted for 32% of all grant aid in Colorado. Pell grants alone accounted for approximately 14% of total aid.
 - In FY 2014-15, the maximum Pell grant was \$5,775.
 - 15.7% of Colorado’s Pell grant recipients received the maximum award.
 - The average Pell grant award was \$3,439, up \$70 from the prior year.
 - The number of Pell grants reported in the Department’s State Unit Record Data Base (SURDS) has decreased since FY 2010-11. This decrease can be attributed to the decrease in enrollment due to more prosperous economic conditions.
- State funded financial aid comprised 14% of all grant aid and almost 8% of all aid, including federal loans.
 - Total funding for state grant programs remained relatively constant during the Great Recession, but as economic conditions and state funding improved, there was a significant increases in FY 2014-15 and FY 2015-16. The number of recipients of state grants need-based grants decreased by 6% in 2016. This is a result of enrollment decreases. The average award has almost doubled since 2011.
- Institutional grant aid comprises approximately 49% of all grant aid, or about 27% of all financial aid, including loans.
 - Institutional aid increased by over 47% between FY2010-11 and FY2015-16.
 - Institutional investment in student aid is the greatest at four year institutions, both public and non-profit private.
- The average cumulative loan debt at graduation from public four year institutions ranged from \$17,563 to \$33,745. The average student loan debt for baccalaureate graduates was \$25,877 in FY 2015-2016.

Table 1: Sources of Aid in Fiscal Year 2015

<i>Type of Aid</i>	
Institutional	\$596,168,126
Federal	\$343,016,723
State	\$170,194,622
Loans	\$975,287,844
Other	\$95,645,769
Total	\$2,180,313,084

BACKGROUND

Student financial aid is an important resource in making higher education accessible for students with demonstrated financial need. For most students and families, the total costs associated with attending college go well beyond tuition and fees. Housing, books and supplies, food, and transportation generally add up to more than the cost of tuition and fees and must be factored in when determining the funds needed to attend college.

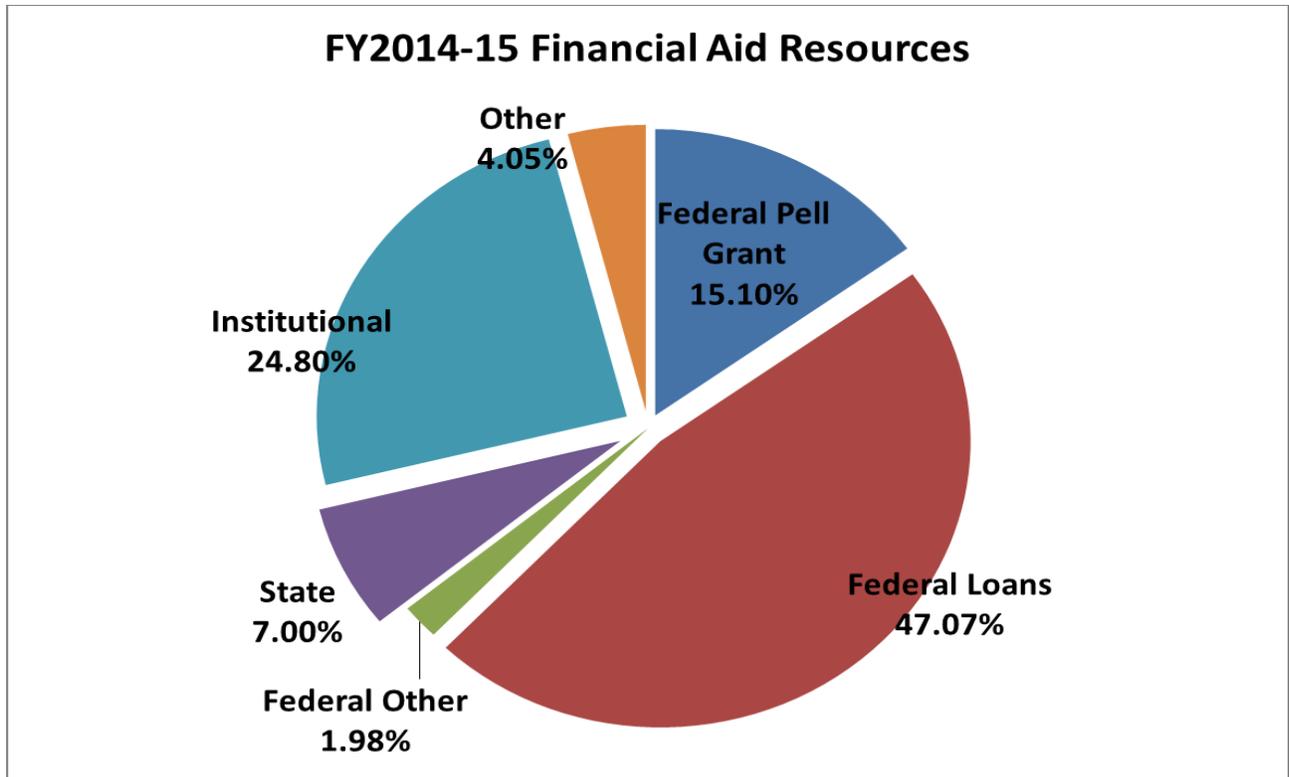
The amount of aid a student receives is determined by: (1) aggregating all resources reasonably available to cover college costs, (2) subtracting those resources from the total cost of attendance at an institution, and then (3) attempting to put together a “package” of resources from multiple sources to meet a particular student’s “need.”

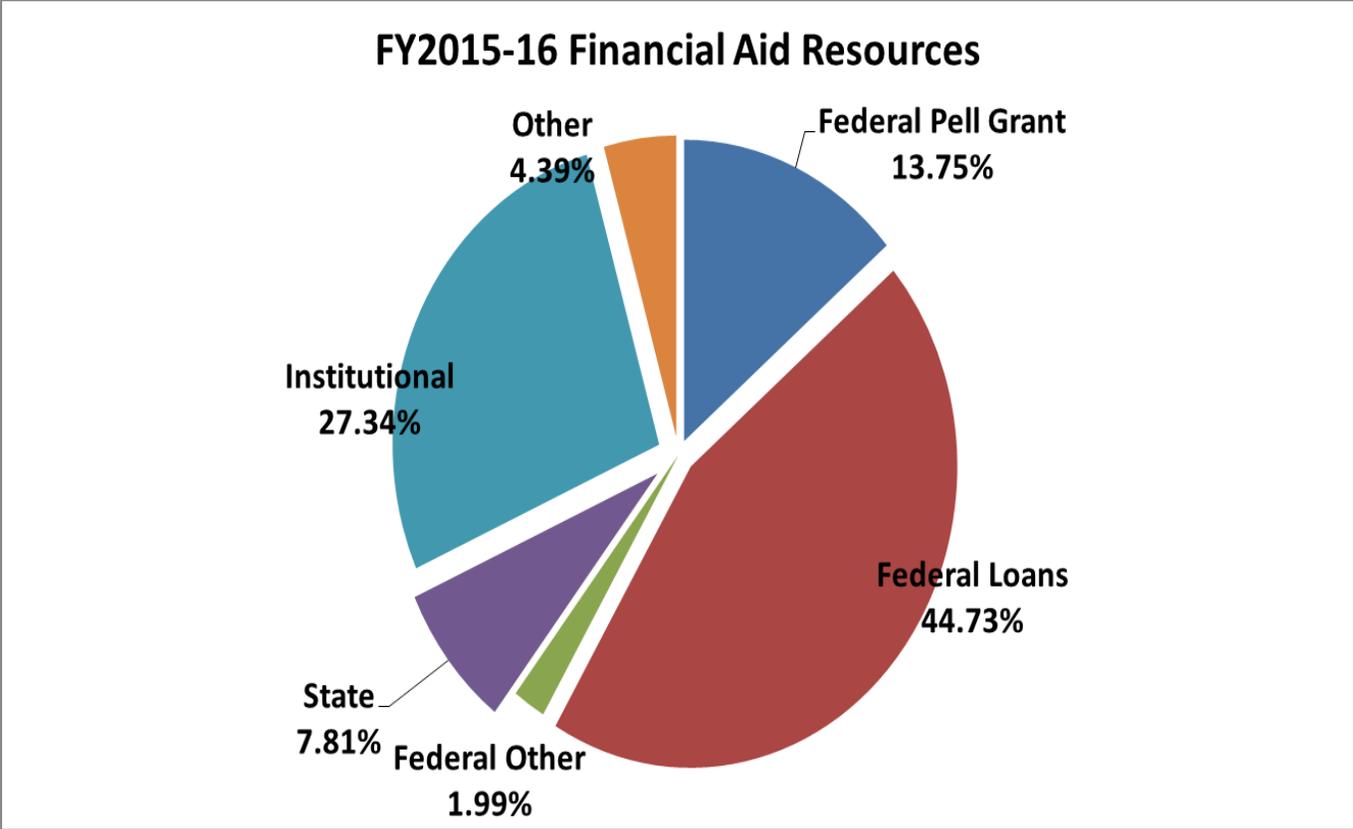
Financial aid administrators package financial aid using a combination of federal, state, institutional, and private resources. The net price a student pays may be less at a school with higher tuition rates depending on the student’s need and the available resources for student aid. Students in low-income and some middle-income families often qualify for federal Pell grants. These grants are often the first funds included in many financial aid packages.

Federal student aid, anchored by the Pell grant program and various loan programs, is the single largest source of aid for most students. In FY 2015-16, federal grant aid accounted for 28% of all grant aid in Colorado; Pell grants alone accounted for 13.75% of total aid. Most of the federal aid programs require students to qualify under state and federal need-based aid calculations based on household income. Institutional aid has grown significantly in the past few years comprising approximately 47% of all grant aid, or about 27% of all financial aid, including loans. State funded financial aid makes up 14% of total grant aid or about eight percent of all aid, including loans.

Student loans continue to be an important financing source for many students. Through federally supported programs—the William D. Ford Direct Loan program and the Perkins loan program (a federal-institution partnership)—the magnitude of student loans has grown as more students borrow larger amounts of money to meet rising college costs. Federal loans are now offered directly through the U.S. Department of Education. Besides these federal programs, the private loan market – often with higher interest rates and borrower credit qualification requirements – helps students meet their educational costs. Few data sources track private loans or the number of parents who finance these costs through the use of alternative sources - such as home equity credit lines, personal lines of credit, or borrow against their retirement or insurance portfolios. In addition, credit cards play a role in helping parents and students pay education expenses, although accurate and reliable data are not readily available concerning how students use this option for college-related expenses.

**Figure 1: Sources of Student Financial Assistance for Colorado Public Institutions
FY 2014-15 and FY 2015-16**





If the loan packages offered to students—which have annual limits under federal law—do not meet a student’s total costs of attendance, institutions may discount tuition or provide other institution-based resources. Financial aid offices may also recommend parent loans (PLUS loans not included in the table above) or private loans for students in this situation. Tables 11 and 13 at the end of this report show the cumulative debt of students graduating with associate and baccalaureate degrees in Colorado over the past six years. Student debt load in Colorado is more or less on par with the national average. Nonetheless, rising student debt remains an important element for evaluating the costs of higher education.

DETERMINING NEED

Need is determined by subtracting a student’s expected family contribution (EFC) from the total cost of attendance (COA). A student’s expected family contribution is primarily determined by estimating total household income, adjusted for the number of family members; other financial assets (student and family); age of the parents (for dependent students); and, the number of family members in college. An EFC is the amount that a household is expected to contribute to cover the cost of attending college. The COA typically includes tuition and fees, room and board, books and supplies, and travel expenses for students who do not live in reasonable commuting distance. If the cost to attend college exceeds the student’s expected family contribution, the student is eligible for need-based financial aid. The difference between the student’s calculated need and the amount of financial aid that he/she receives is considered the student’s demonstrated need.

$$\begin{array}{r} \text{TOTAL COSTS OF ATTENDANCE (COA)} \\ - \text{EXPECTED FAMILY CONTRIBUTION (EFC)} \\ \hline = \text{DEMONSTRATED NEED} \end{array}$$

COLORADO FINANCIAL AID RESOURCES

A primary goal for the Governor, the Colorado Commission on Higher Education (CCHE), and the Colorado Department of Higher Education (CDHE) for financial aid programs is to expand student access to Colorado's institutions of higher education. During the most recent economic downturn, overall state funded financial aid was maintained at relatively consistent levels, and substantial increased state investment was made the last two years. As the economy recovers from the downturn, increases to state aid and decreases in enrollment slightly improve the buying power of state funded grant programs. The enrollment cycle is countercyclical; the demand for higher education is greater during a downturn. The current data cycle continues to reflect the natural attrition that occurs as the economy recovers.

Colorado student financial aid is appropriated by the Colorado General Assembly and allocated by the Colorado Commission on Higher Education to eligible public, private and proprietary colleges and universities. This report focuses primarily on aid and aid uses at the State's public institutions. However, references to total appropriations from the legislature reflect all aid that is allocated by the Department and Commission to public, private, and proprietary institutions. Recipient institutions then package financial aid awards to individual students. There are four types of state aid programs which are described below:

State-funded Grants: Most state financial aid is in the form of need-based grants. Colorado's undergraduate Completion Incentive Grant program and Colorado Graduate Grant Program are designed to help provide critical financial support to resident students with demonstrated need. Allocation policies for these grant programs are approved by the Commission; funds are disbursed by financial aid officers at institutions pursuant to CCHE policies at proprietary institutions and in accordance with governing board approved guidelines at public and non-profit private institutions.

Work-based Aid: Work-study aid allows students to earn financial aid while attending college. It is considered a form of "self-help" assistance since the student is earning money through employment in order to help meet his or her educational costs. Colorado work-study allocations may be used for students without documented financial need, but Colorado statutes require that not less than 70% of work-study funds are awarded to students with demonstrated financial need (C.R.S. 23-3.3-401 (3)). Note: the federal government also provides work-study funds to eligible students at colleges and universities in the state.

State-funded Categorical and Entitlement Programs: There are two federal programs requiring a matching state appropriation for participation: the Perkins Student Loan Program and certain Health Profession Loans. Colorado provides matching funds so that Colorado students may receive the benefits of these programs.

In addition, Colorado funds a Law Enforcement/POW/MIA Dependents Tuition Assistance program, which is a tuition, fee, and room and board assistance program for dependents of deceased or permanently disabled members of the National Guard, law enforcement officers, firefighters, prisoners of war, or military personnel missing in action who were residents of Colorado. Awards for these programs are based on statutory guidelines.

Colorado also funds the Native American Tuition Assistance Program at Fort Lewis College. This program is an entitlement program established pursuant to an agreement with the federal government that allows any Native American student to attend Fort Lewis College free from tuition expenses.

Colorado provides categorical funding for short-term Career and Technical Education (CTE) programs. This grant program was created through legislation to provide assistance to students with demonstrated need, but who were enrolled in CTE programs that are too short for federal Pell grants.

Table 1 below reflects changes in financial aid allocations in the Long Bill, the State's annual budget bill. Total state aid has increased over the last five years with a majority of that increase occurring in fiscal years 2014-15 and 2015-16. In FY 2014-15 the state invested an additional \$30 million in need-based aid, restored a state merit aid program at \$5 million, and grew work-study by an additional \$5 million. This was followed by an additional \$15 million in need-based aid in FY 2015-16, bringing total state aid to approximately \$170.2 million.

Table 1: State Funded Financial Aid Programs, 2006-2016

Fiscal Year	Need-Based Grants	Merit-Based Grants	Work-Based Aid	Categorical Programs	Total State Aid
2005-2006	\$52,285,488	\$1,500,000	\$15,003,374	\$10,005,122	\$78,793,984
2006-2007	\$60,096,963	\$1,500,000	\$14,884,300	\$11,281,496	\$87,762,759
2007-2008	\$67,023,546	\$1,500,000	\$14,884,300	\$11,766,432	\$95,174,278
2008-2009	\$74,294,146	\$1,500,000	\$16,612,357	\$12,862,293	\$105,268,796
2009-2010	\$74,294,146	\$0	\$16,612,357	\$13,025,841	\$103,932,344
2010-2011	\$74,144,146	\$0	\$16,612,357	\$13,192,092	\$103,948,595
2011-2012	\$74,607,417	\$0	\$16,612,357	\$13,111,524	\$104,331,298
2012-2013	\$73,798,891	\$0	\$16,432,328	\$13,938,479	\$104,169,698
2013-2014	\$79,346,789	\$0	\$16,432,328	\$15,686,230	\$111,465,347
2014-2015	\$109,346,789	\$5,000,000	\$21,432,328	\$16,313,981	\$152,093,098
2015-16	\$124,570,732	\$5,000,000	\$21,432,328	\$17,629,618	\$168,632,678
Change 2011-2016	68.01%	0.00%	29.01%	33.64%	62.23%
Change 2006-2016	138.25%	233.33%	42.85%	76.21%	114.02%

Analyses of Aid Appropriations

Over the past decade, state need-based aid grew substantially (see Table 1). Funding for need-based grants reached its highest level in FY 2015-16, at over \$124 million, work-study was held constant at 21.4 million, a greater investment than the federal work-study program, merit aid funding remains at \$5 million, and categorical aid increased to reflect actual spending of state funded entitlement programs. The annualized increase for total state aid is 10.36%. However, given the nonlinear nature of those increases across total aid and the individual categories, these rates may not capture the timing of financial aid increases.

Categorical aid is divided among several different programs and received \$17.6 million in FY2015:

- The Law Enforcement/POW/MIA Dependents Tuition Assistance program assists dependents of deceased or permanently disabled military, law enforcement officers or firefighters; the program appropriation increased to \$672,000 in FY2015-16.
- The Native American Tuition Assistance Program covers full tuition for Native American students attending Ft. Lewis College. This program is the largest state categorical program, both in total expenditures and year-over-year change; the FY2015-16 appropriation for this program was \$16,157,618.
- In FY2015-16, the state’s National Guard Tuition Assistance Program received \$800,000.
- The categorical line in the Long Bill does not reflect the Career and Technical Education (CTE) Grant Program as this program was funded through House Bill 15-1275.

SOURCES OF FINANCIAL AID

Table 2 shows six-year historical expenditures across different financial aid categories. Total financial aid expenditures for Colorado, including federal financial aid sources, institutional aid, state aid and private financial aid resources, decreased by roughly 3.5% from FY 2010-11 to FY 2015-16. This change reflects the overall larger decrease in federal aid sources, including loans, relative to the increases in state, institutional, and other aid sources. During this same time period, state aid increased by nearly 60% due to a large infusions in FY 2014-15 and FY 2015-16. To meet need, institutions have increased the amount of dollars going to aid. The overall amount of federal loans decreased, but federal loans remain the single largest funding source available to students.

Table 2: Total Expenditures on Student Financial Aid in Colorado, 2011 – 2016

Fiscal Year	Federal Pell Grant	Federal Loans	Federal Other	State	Institutional	Other	Total
2011	390,931,104	1,229,467,727	55,303,980	106,788,995	403,777,897	72,264,757	2,258,534,460
2012	381,468,453	1,255,762,761	40,238,156	106,311,324	456,985,165	76,696,173	2,317,462,032
2013	361,500,944	1,187,161,265	47,640,194	106,699,533	489,887,451	82,354,401	2,275,243,788
2014	349,962,506	1,107,743,367	44,054,223	112,350,187	518,170,233	86,852,890	2,219,133,406
2015	333,456,267	1,039,669,176	43,731,150	154,527,140	547,899,586	89,523,266	2,208,806,585
2016	299,723,132	975,287,844	43,293,591	170,194,622	596,168,126	95,645,769	2,180,313,084
2011-2016	-23.33%	-20.67%	-21.72%	59.37%	47.65%	32.35%	-3.46%

In Colorado, Pell dollars decreased significantly from 2011 to 2016. However, it should be noted that 2011 was the high-water mark for Pell grants due to increased enrollment and increased program benefits enacted during the Great Recession. Lifetime eligibility caps and the economic recovery have slowed overall expenditures. Table 3 shows the federal student aid expenditures over the last six years.

Table 3: Federal Student Aid Expenditures in Colorado, 2011 – 2016

Fiscal Year	Federal Pell Grant	Federal Loans	Federal Other	Total Federal
2010-11	390,931,104	1,229,467,727	55,303,980	1,675,702,811
2011-12	381,468,453	1,263,874,775	40,238,156	1,685,581,384
2012-13	361,500,944	1,187,161,265	47,640,194	1,596,302,403
2013-14	349,962,506	1,107,743,367	44,054,223	1,501,760,096
2014-15	333,456,267	1,039,669,176	43,731,150	1,416,856,593
2015-16	299,723,132	975,287,844	43,293,591	1,318,304,567
2011-2016	-23.33%	-20.67%	-21.72%	-21.33%

Table 4 shows the growth in the number of students served by the Pell grant and other federal programs in Colorado over the past six years. The number of students receiving federal support is down across all categories over the last six years.

Table 4: Number of Students Receiving Federal Student Aid in Colorado

Fiscal Year	Federal Pell Grant	Federal Loans*	Federal Other	Total Federal
2010-11	111,757	268,526	28,982	411,276
2011-12	116,886	274,241	18,525	411,664
2012-13	110,210	242,548	22,236	377,007
2013-14	105,447	221,565	21,857	348,869
2014-15	98,973	204,842	20,174	323,989
2015-16	87,161	185,927	18,954	292,042
2011-2016	-22.01%	-30.76%	-34.60%	-28.99%

*Figures include number of total loans not necessarily number of students

Table 5 reflects the average aid award per student in each of the federal student aid categories. The average Pell Grant amount decreased in from FY 2010-11 to FY 2011-12, but increased consistently from Fiscal Year 2011-12 to Fiscal Year 2015-16, reaching an average amount of \$3,439. The maximum Pell grant in FY 2014-15 was increased to \$5,775, and approximately 16% of Colorado's Pell Grant recipients received the maximum award. The average aid from other federal categories sources is up from FY 2010-11, with average federal loans having increased roughly 15% over six years.

Table 5: Average Federal Student Aid Expenditures per Student, 2011 - 2016

Fiscal Year	Federal Pell Grant	Federal Loans	Federal Other	Total Federal
2011	3,498	4,579	1,908	9,985
2012	3,264	4,609	2,172	10,044
2013	3,280	4,895	2,142	10,317
2014	3,319	5,000	2,016	10,334
2015	3,369	5,075	2,168	10,612
2016	3,439	5,246	2,284	10,968
2011-2016	-1.70%	14.57%	19.70%	9.85%

DISTRIBUTION OF STATE AID

Table 6 shows actual dollar expenditures over the past six years. Overall state aid increased significantly over the six-year period. Need-based aid continues to increase by a larger percentage than overall aid. This is due to significant and focused increases to need-based aid over the last two fiscal years. Merit aid has fluctuated over the past several years as a result of available funding.

Table 6: Colorado State Student Aid Expenditures

Fiscal Year	State Need-Based Grant	State Merit	State Work Study	State Categorical	CTE Grant	Total State
2011	73,138,305	0	17,751,229	12,516,352	0	103,405,886
2012	74,202,707	0	17,691,519	14,325,880	0	106,220,106
2013	74,611,253	0	17,581,757	14,506,995	0	106,700,005
2014	79,062,605	0	17,166,587	16,120,995	0	112,350,187
2015	109,986,211	5,028,895	22,193,885	17,318,149	0	154,527,140
2016	124,309,313	5,145,420	22,388,351	18,194,394	157,144	170,194,622
2011-2016	69.96%	n/a	26.12%	45.36%	NA	64.59%

Table 7 shows the number of students receiving state aid from Fiscal Year 2010-11 to Fiscal Year 2015-16. The overall number of students receiving state aid is down 3.81% from 2010-11. This is largely a function of enrollment changes. Work-study students are up over the last six years as are students receiving categorical aid.

Table 7: Number of Students Receiving State Financial Aid

Fiscal Year	State Need-Based	State Merit	State Work Study	State Categorical	CTE Grant	Total State
2011	71,676	0	8,123	1,082	0	80,881
2012	70,243	0	7,535	1,137	0	78,915
2013	66,055	0	7,699	1,250	0	75,004
2014	59,696	0	7,361	1,325	0	68,382
2015	67,385	4,580	9,138	1,377	0	82,480
2016	63,318	3,929	8,911	1,497	146	77,801
2011-2016	-11.66%	NA	9.70%	38.35%	NA	-3.81%

As seen in Table 8, the average need based award increased by nearly 42% from fiscal year 2011 to 2016. Average award amounts increased across all categories. This is in large part due to robust funding increases from the State, particularly in need-based aid that is coupled with overall decreases in enrollment.

Table 8: Average Award Per Student, by Type FY 2010-11 – FY 2015-16

Fiscal Year	State Need-Based	State Merit	State Work Study	State Categorical
2011	1,020	0	2,185	11,568
2012	1,056	0	2,348	12,600
2013	1,130	0	2,284	11,606
2014	1,324	0	2,332	12,167
2015	1,632	1,098	2,429	12,577
2016	1,963	1,310	2,512	12,154
2011-2016	92.40%	n/a	14.97%	5.07%

DISTRIBUTION OF INSTITUTIONAL AID

Institutional aid plays a significant role in financial aid packaging and has increased in importance over the years. Table 9 shows the increase in financial resources that institutions are putting towards student aid. Total institutional aid has increased by around 48% since Fiscal Year 2010-11. Table 10 shows the number of institutional aid recipients since FY 2010-11. The number of students receiving institutional aid since FY 2010-11 has increased by 14%. The number of students receiving Institutional investment in student aid is the greatest at four year institutions, both public and non-profit private. Other aid, which includes aid from private scholarships like The Daniels Fund, has increased by 32% since FY 2010-11.

Table 9: Institutional and Other Aid Expenditures FY 2010-11 – FY 15-2016

Fiscal Year	Institutional Aid	Other Aid	Total
2011	403,777,897	72,264,757	476,042,654
2012	456,985,165	76,696,173	533,681,338
2013	489,887,451	82,354,401	572,241,852
2014	518,170,233	86,852,890	605,023,123
2015	547,899,586	89,523,266	637,422,852
2016	596,168,126	95,645,769	691,813,895
2011-2016	47.65%	32.35%	45.33%

Table 10: Number of Students Receiving Institutional and Other Student Aid FY 2010-11 – FY 2015-16

Fiscal Year	Institutional Aid	Other Aid	Total
2011	72,664	19,521	92,185
2012	76,439	19,598	96,037
2013	77,615	20,017	97,632
2014	77,906	19,811	97,717
2015	77,593	19,612	97,205
2016	82,869	19,644	102,513
2011-2016	14.04%	0.63%	11.20%

Tables 11a and 11b show student aid by type (excluding loans) at public institutions for students who apply for federal student aid and are eligible to receive state funded financial aid.

Table 11a highlights the total aid received by students at public institutions broken out into aid types (excluding loans) awarded to resident undergraduate students enrolled at least half-time. Table 11b breaks down the aid types as a percentage of all grant aid paid by the institution.

Table 11a: Total Grant Aid Received by Institution for Resident, Undergraduates at Public Institutions in 2015-16 Enrolled at Least Half Time with a FAFSA.

Institution Name/Type	Federal Awards	State Awards	Institutional Awards	Other Scholarships	Total Grant Aid (includes work-study)
Four Year Public	\$145,083,198	\$83,431,120	\$133,399,885	\$25,831,917	\$387,746,120
Adams State University	\$4,306,097	\$2,194,208	\$2,227,429	\$594,186	\$9,321,920
Colorado Mesa University	\$13,171,823	\$7,076,098	\$4,693,853	\$161,736	\$25,103,510
Colorado Mountain College	\$3,194,715	\$1,769,423	\$504,536	\$129,920	\$5,598,594
Colorado School of Mines	\$2,856,683	\$1,771,027	\$5,787,803	\$1,749,807	\$12,165,320
Colorado State University	\$20,433,839	\$12,030,075	\$34,024,920	\$7,166,568	\$73,655,402
Colorado State University - Pueblo	\$7,855,046	\$4,386,746	\$955,694	\$686,491	\$13,883,977
Fort Lewis College	\$2,520,234	\$2,598,625	\$2,453,921	\$413,299	\$7,986,079
Metropolitan State University of Denver	\$29,125,177	\$19,302,173	\$8,169,917	\$1,868,662	\$58,465,929
University of Colorado Boulder	\$17,871,197	\$10,042,912	\$40,143,167	\$5,267,174	\$73,324,450
University of Colorado Colorado Springs	\$13,486,577	\$6,148,775	\$6,489,552	\$2,483,557	\$28,608,461

University of Colorado Denver	\$16,855,992	\$8,425,901	\$10,108,041	\$2,463,308	\$37,853,242
University of Northern Colorado	\$11,247,850	\$6,402,580	\$15,873,486	\$2,537,309	\$36,061,225
Western State Colorado University	\$2,157,968	\$1,282,577	\$1,967,566	\$309,900	\$5,718,011
Two Year Public	\$98,451,117	\$49,275,357	\$5,788,126	\$4,153,431	\$157,668,031
Aims Community College	\$6,279,403	\$3,119,263	\$1,010,322	\$269,353	\$10,678,341
Arapahoe Community College	\$5,918,985	\$3,399,457	\$350,275	\$257,610	\$9,926,327
Colorado Northwestern Community College	\$763,499	\$406,346	\$245,440	\$2,750	\$1,418,035
Community College of Aurora	\$7,608,035	\$3,628,728	\$148,064	\$377,019	\$11,761,846
Community College of Denver	\$12,067,426	\$5,813,282	\$474,908	\$498,972	\$18,854,588
Front Range Community College	\$19,149,567	\$9,818,714	\$1,047,918	\$643,021	\$30,659,220
Lamar Community College	\$928,458	\$529,927	\$412,632	\$153,998	\$2,025,015
Morgan Community College	\$1,236,189	\$622,268	\$97,433	\$118,219	\$2,074,109
Northeastern Junior College	\$1,765,361	\$983,661	\$514,749	\$422,453	\$3,686,224
Otero Junior College	\$2,409,475	\$1,121,539	\$476,286	\$188,998	\$4,196,298
Pikes Peak Community College	\$19,383,520	\$9,438,006	\$238,895	\$657,476	\$29,717,897
Pueblo Community College	\$10,873,369	\$5,125,612	\$95,294	\$1,500	\$16,095,775
Red Rocks Community College	\$7,447,196	\$3,814,262	\$125,170	\$416,899	\$11,803,527
Trinidad State Junior College	\$2,620,634	\$1,454,292	\$550,740	\$145,163	\$4,770,829
Public Technical	\$2,374,859	\$925,293	\$119,092	\$30,593	\$3,449,837
Delta Montrose Technical College	\$277,560	\$106,050	\$0	\$7,800	\$391,410
Emily Griffith Technical College	\$1,142,523	\$428,658	\$119,092	\$19,000	\$1,709,273
Pickens Technical College	\$954,776	\$390,585	\$0	\$3,793	\$1,349,154
Grand Total	\$270,631,609	\$120,337,707	\$131,861,118	\$28,316,175	\$551,146,609

**Table 11b: Percentage of Aid by Type at Public Institutions for All Aid Types
Excluding Loans**

Institution Name/Type	Percentage of Federal Grant Aid	Percentage of Awards State	Percentage of Awards Institutional	Percentage of Other Scholarship
Four Year Public	40.37%	19.84%	33.44%	6.35%
Adams State University	47.57%	22.69%	23.72%	6.02%
Colorado Mesa University	57.53%	26.74%	15.13%	0.60%
Colorado Mountain College	62.91%	25.01%	9.49%	2.59%
Colorado School of Mines	25.93%	13.61%	45.56%	14.90%
Colorado State University	30.58%	15.65%	44.65%	9.12%
Colorado State University - Pueblo	58.38%	29.36%	6.45%	5.82%
Fort Lewis College	37.02%	29.97%	27.33%	5.68%
Metropolitan State University of Denver	53.20%	28.70%	14.64%	3.46%
University of Colorado Boulder	27.33%	12.76%	53.49%	6.41%
University of Colorado Colorado Springs	47.98%	19.15%	25.68%	7.18%
University of Colorado Denver	45.30%	20.03%	28.14%	6.54%
University of Northern Colorado	34.06%	17.06%	41.93%	6.96%
Western State Colorado University	44.01%	22.29%	28.27%	5.44%
Two Year Public	68.21%	26.27%	3.00%	2.52%
Aims Community College	65.31%	24.89%	7.65%	2.15%
Arapahoe Community College	65.37%	29.01%	3.24%	2.38%
Colorado Northwestern Community College	58.96%	24.14%	16.90%	0.00%
Community College of Aurora	70.63%	26.16%	1.00%	2.20%
Community College of Denver	69.79%	25.35%	2.51%	2.34%
Front Range Community College	68.50%	27.91%	1.16%	2.44%
Lamar Community College	53.66%	22.97%	16.34%	7.03%
Morgan Community College	63.88%	24.97%	4.19%	6.95%
Northeastern Junior College	53.48%	20.36%	16.01%	10.15%
Otero Junior College	61.17%	24.32%	9.69%	4.82%
Pikes Peak Community College	71.79%	26.03%	0.60%	1.58%
Pueblo Community College	72.10%	27.18%	0.68%	0.03%
Red Rocks Community College	68.85%	26.32%	1.06%	3.77%
Trinidad State Junior College	59.56%	24.70%	11.90%	3.85%
Public Technical	69.91%	22.67%	6.84%	0.57%
Delta Montrose Technical College	78.47%	19.15%	0.00%	2.38%
Emily Griffith Technical College	67.90%	19.39%	12.21%	0.50%
Pickens Technical College	70.02%	29.59%	0.38%	0.00%
Grand Total	49.10%	21.83%	23.92%	5.14%

STUDENT DEBT

As college costs continue to rise, many students use loans—mostly federal, but some private—to close the gap between their ability to pay and the costs of attendance. Student debt is a discussion point whenever higher education costs are discussed. Student loans are a worthy investment to help offset higher education costs.

One commonly discussed aspect of student loans is default rates. First according to College Board, it is important to note that the loans in default are a small percentage of loan debt and the loans are generally in smaller amounts. 9% of students who completed a degree defaulted on their loans within two years, while 24% of students who stop out before earning a credential defaulted within two years. Time to degree is critical in helping students manage debt. Concurrent enrollment, credit for prior learning, and shortened degree programs provide ways for students to reduce the time it takes them to complete. Students who complete are less likely to default, making it important to help students finish degrees in a timely manner. The most costly debt is debt that does not result in a credential.

The methodology for making the calculations in this section looks at all student completers in 2015-16 and uses the student unit record date (SURDS) for six years for a bachelor's degree and three years for an associate degree to capture loans reported in the data. The data excludes PLUS loans and only focus on public institutions. If a student must borrow, timely completion is the best way to keep debt low.

Generally speaking, the average student loan debt among graduates of Colorado's colleges and universities has risen in recent years, but the share of loans relative to other types of aid has decreased. At Colorado public institutions, 67.4% of students graduated with debt and the average debt is \$25,877 for a bachelor's degree, excluding payments made while in school or interest accrued. 60.4% of student who earned an Associate's degree used student loans to help finance the costs. The average loan debt of a student with an associate's degree is \$13,374. Tables 12 and 13 show the average student loan debt for degree recipients who took loans by institution and type of degree granted (either baccalaureate or associates) and amounts do not capture any interest that may have been accrued while in school.

At the associate's degree level, total average student loan debt ranged between \$9,926 at Otero Junior College to \$16,814 at Colorado Mesa University (Table 12). At the baccalaureate level, average student loan debt ranged from \$17,563 at Colorado Mountain College to \$33,745 at the Colorado School of Mines (Table 13).

Table 12: Average Student Loans Debt at Graduation: Associates Degree, 2011 – 2016

Institution	2011	2012	2013	2014	2015	2016	% Change
Adams State University	17,692	16,502	17,358	15,644	16,254	15,459	-12.62%
Aims Community College	11,053	11,596	12,267	12,295	11,611	11,045	-0.07%
Arapahoe Community College	11,983	12,241	13,129	14,471	13,756	13,144	9.69%
Colorado Mesa University	15,040	17,291	16,708	18,605	17,696	16,814	11.80%
Colorado Mountain College	12,600	13,579	11,684	11,658	11,477	10,634	-15.60%
Colorado Northwestern Community College	15,111	18,770	19,865	18,258	17,688	15,911	5.29%
Community College of Aurora	13,245	13,690	15,802	13,552	13,874	15,372	16.06%
Community College of Denver	15,067	17,418	17,304	17,201	15,441	13,406	-11.02%
Front Range Community College	14,608	16,374	16,162	16,040	16,092	16,325	11.75%
Lamar Community College	12,083	13,895	12,186	12,817	11,194	12,898	6.75%
Morgan Community College	12,811	14,602	15,016	12,575	16,805	13,201	3.04%
Northeastern Junior College	10,862	10,571	10,605	10,564	11,401	12,031	10.76%
Otero Junior College	14,088	12,645	9,461	11,587	9,651	9,926	-29.54%
Pikes Peak Community College	12,949	12,617	11,711	11,175	10,855	11,978	-7.50%
Pueblo Community College	13,935	14,890	15,190	14,442	14,825	13,522	-2.96%
Red Rocks Community College	13,154	13,999	16,418	15,176	12,555	12,914	-1.82%
Trinidad State Junior College	14,136	13,546	12,900	11,952	12,786	12,786	-9.55%
LOANS INCLUDED: Federal Direct Loans Unsubsidized; Federal Perkins Loan; Federal Direct Loans Subsidized; Federal Health Profession Loans; Other Loans							
NOTE: In this table, Average Students Loan Debt is calculated as the average loan amount per student only for students that have debt upon graduation, not the average debt of all degree receiving students per institution.							

Institution	2011	2012	2013	2014	2015	2016	% Change
Adams State University	21,462	23,636	24,621	25,205	26,308	26,135	21.77%
Colorado Mesa University	24,372	25,045	25,280	24,961	27,081	25,961	6.52%
Colorado Mountain College			15,045	16,170	21,022	17,563	
Colorado School of Mines	29,213	30,987	31,023	31,783	33,596	33,745	15.51%
Colorado State University	22,857	23,902	25,156	25,661	25,565	26,304	15.08%
Colorado State University - Pueblo	23,414	24,060	23,267	23,552	25,741	23,583	0.72%
Fort Lewis College	19,729	20,948	21,667	21,767	23,624	22,438	13.73%
Metropolitan State University of Denver	25,493	26,640	26,267	26,653	28,632	27,782	8.98%
University of Colorado - Boulder	23,125	24,485	25,173	25,362	26,519	27,522	19.01%
University of Colorado - Colorado Springs	22,703	23,184	24,703	25,501	26,857	25,065	10.40%
University of Colorado at Denver	26,170	26,948	29,167	29,410	29,479	29,597	13.10%
University of Northern Colorado	22,052	24,224	25,001	25,563	25,859	25,356	14.98%
Western State Colorado University	19,728	20,794	22,953	23,387	23,672	25,350	28.50%

Table 13: Average Student Loans Debt at Graduation: Baccalaureate Degree, 2010 – 2015

Table 14: Percent of Graduates with Student Loan Debt and Average Loan Debt: Baccalaureate Degree

INSTITUTION NAME	% of Students with Loans	Average Loan Debt of Loan Recipients
Adams State University	73.9%	26,135
Colorado Mesa University	69.4%	25,961
Colorado Mountain College	67.7%	17,563
Colorado School of Mines	65.8%	33,745
Colorado State University	64.0%	26,304
Colorado State University - Pueblo	80.1%	23,583
Fort Lewis College	66.9%	22,438
Metropolitan State University of Denver	78.4%	27,782
University of Colorado Boulder	56.1%	27,522
University of Colorado, Colorado Springs	69.9%	25,065
University of Colorado Denver	71.2%	29,597
University of Northern Colorado	72.6%	25,356
Western State Colorado University	68.3%	25,350

Table 15: Percent of Graduates with Student Loan Debt and Average Loan Debt: Associate’s Degree

INSTITUTION NAME	% of Students with Loans	Average Loan Debt of Loan Recipients
Adams State University	70.1%	15,459
Aims Community College	48.8%	11,045
Arapahoe Community College	67.3%	13,144
Colorado Mesa University	80.1%	16,814
Colorado Mountain College	49.2%	10,634
Colorado Northwestern Community College	67.0%	15,911
Community College of Aurora	58.0%	15,372
Community College of Denver	63.5%	13,406
Front Range Community College	67.3%	16,325
Lamar Community College	41.6%	12,898
Morgan Community College	46.9%	13,201
Northeastern Junior College	53.5%	12,031
Otero Junior College	44.3%	9,926
Pikes Peak Community College	55.0%	11,978
Pueblo Community College	70.7%	13,522
Red Rocks Community College	58.0%	12,914
Trinidad State Junior College	43.0%	12,786

CONCLUSION

Financial aid is essential for removing financial barriers to college for students from low- and middle-income households.

In recent years, the scope and reach of financial aid in Colorado has undergone significant changes. Financial aid is reaching more students across Colorado as students and families are able to leverage aid from federal, state, and institutional sources.

As the state looks to FY 2016-17 and beyond, the Department of Higher Education, the Colorado Commission on Higher Education and the state’s colleges and universities will continue to collaborate to identify strategies to maintain the highest possible levels of access and affordability for Coloradans.

COLORADO COMMISSION ON HIGHER EDUCATION BY-LAWS

September 10, 1965
(Amended January 14, 1966)
(Amended February 25, 1972)
(Amended June 1, 1978)
(Amended July 1, 1993)
(Amended October 7, 2004)
(Amended May 6, 2011)

Section 1. Organization and Meetings

- 1.1 **Organization:** The Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 **Officers:** The officers of the Commission shall be the Chair, Vice Chair, and Secretary, as may be designated by the Commission. The Secretary shall be the Executive Director of the Department.
- 1.3 **Election and Terms of Officers:** All officers shall be elected at the October meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director.
- 1.4 **Regular Meetings of the Commission:** The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following year.
- 1.5 **Notice of Meetings:** Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its

meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.

- 1.6 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office of the Colorado Department of Higher Education no less than two days prior to the meeting date.
- 1.7 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Colorado Commission on Higher Education (CCHE) Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.8 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.9 Preparation of Agenda: Agenda shall be prepared by the Executive Director of the Department with the approval of the Chair. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.10 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall be annually bound and constitute a permanent record. After the minutes of each meeting are completed, they shall be reviewed by the Executive Director and after approval, posted on the CCHE website and made available to the public for inspection upon written request.

Section 2. Duties and Responsibilities of Officers

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance. The Chair shall approve all agendas for regular and special meetings of the Commission as prepared by the Executive Director.
- 2.2 The Vice Chair: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director: In addition to performing those duties established by law, the Executive Director of the Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the



responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the general assembly on matters pertaining to the Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

- 3.1 There is hereby established an advisory committee as provided by law (C.R.S. 23-1-103).
- 3.2 **Advisory Committee Members:** The advisory committee shall consist of not less than thirteen members, to be designated as follows: (a) Six members shall be appointed from the general assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members; (b) One member shall be selected and designated by the Commission to represent the faculty in the state and one member shall be selected and designated by the Commission to represent the students in the state; (c) Not more than five additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.
- 3.3 **Notice and Agendas:** All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.4 **Meetings of the Advisory Committee:** The advisory committee shall meet with the Commission separate from a regular Commission meeting and shall do so as often as necessary to provide assistance to the Commission.
- 3.5 **Recommendations of the Advisory Committee:** The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined herein. Bylaw changes must be approved by a majority of the Commission.



INSTITUTION/CEO INFORMATION

INSTITUTION	CEO	LOCATION
Adams State College	Dr. Beverlee McClure, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Nancy McCallin, President	Denver
1) Arapahoe CC	Dr. Diana Doyle, President	Littleton
2) Northwestern CC	Ronald Granger, President	Rangely
3) CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
4) CC of Denver	Dr. Everette Freeman, President	Denver
5) Front Range CC	Andy Dorsey, President	Westminster
6) Lamar CC	Dr. Linda Lujon, President	Lamar
7) Morgan CC	Dr. Kerry Hart, President	Ft. Morgan
8) Northeastern JC	Jay Lee, President	Sterling
9) Otero JC	Jim Rizzuto, President	La Junta
10) Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
11) Pueblo CC	Patty Erjavec, President	Pueblo
12) Red Rocks CC	Dr. Michele Haney, President	Lakewood
13) Trinidad State JC	Dr. Carmen Simone, President	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser	Glenwood Sprgs
Colorado School of Mines	Paul Johnson, President	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
1) CSU-Ft Collins	Dr. Tony Frank, President	Fort Collins
2) CSU-Pueblo	Dr. Lesley DiMare, President	Pueblo
3) CSU – Global	Dr. Becky Takeda-Tinker, Pres.	Denver
CU System	Bruce Benson, President	Denver
1) CU – Boulder	Dr. Philip DiStefano, Chanc.	Boulder
2) UCCS	Dr. Pam Shockley-Zalabak, Ch.	Colorado Springs
3) UCD	Dr. Dorothy Horrell, Chanc.	Denver
4) UC-Anschutz	Don Elliman, Chanc.	Aurora, Denver

Ft. Lewis College	Dr. Dene Kay Thomas, Pres.	Durango
Metro State University of Denver	Dr. Steve Jordan, President	Denver
UNC	Kay Norton, President	Greeley
Western State Colorado University	Dr. Gregory Salsbury, President	Gunnison

COLORADO COMMISSION ON HIGHER EDUCATION

- Chairman Monte Moses (*R-6th Congressional District*) term ends June 2019
- Vice Chair Luis Colon (*R-4th Congressional District*) term ends June 2017
- Commissioner John Anderson (*R-3rd Congressional District*) term ends June 2019
- Commissioner Maia Babbs (*U-7th Congressional District*) term ends June 2019
- Commissioner Mary Beth Buescher (*D-3rd Congressional District*) term ends June 2020
- Commissioner Renny Fagan (*D-7th Congressional District*) term ends June 2019
- Commissioner Cassie Gannett (*D-5th Congressional District*) term ends June 2020
- Commissioner Jeanette Garcia (*D-3rd Congressional District*) term ends June 2019
- Commissioner Vanecia Kerr (*D- 6th Congressional District*) term ends June 2018
- Commissioner Tom McGimpsey (*R-2nd Congressional District*) term ends June 2017
- Commissioner Paula Sandoval (*D-1st Congressional District*) term ends June 2018

ADVISORY COMMITTEE

Legislative Advisors

- Representative Jeni Arndt, *House Majority Appointment*
- Representative Mike Foote, *House Majority Appointment*
- Representative Kevin Priola, *House Minority Appointment*
- Senator Owen Hill, *Senate Majority Appointment*
- Senator Chris Holbert, *Senate Majority Appointment*
- Senator Nancy Todd, *Senate Minority Appointment*

Subject Matter Advisors

- Mr. Wayne Artis, *Faculty Representative*
- Mark Cavanaugh, *IHEC Representative*
- Mr. Steve Kreidler, *CFO Representative*
- Dr. Barbara Morris, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Melissa Wagner, *Parent Representative*
- Ms. Audy Leggere-Hickey, *Student Representative*

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

Admission Window - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

Concurrent Enrollment – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

Dually Enrolled - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

EFC - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

FAFSA - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

FAP – Financial Aid Plan (HESP specific)

FERPA - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FFS – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

Floor - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

FTE - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

GEARUP - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Guaranteed Transfer, GT Pathways - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

HB 1023 - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

HB 1024 - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

HB 1057 - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

HEAR - Higher Education Admission Requirements, 2008-2010.

Index, Index Score - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

IPEDS - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

Need - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

NCATE - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

NCLB - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

PSEO - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

PWR - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

QIS - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...”
Regional education providers focus their attention on a certain geographical area.

SB 3 – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

SB 212 - In most cases, refers to HB 08-212, the CAP4K legislation.

SBE - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

SFSF – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

SURDS - Student Unit Record Data System

WICHE - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WUE - Western Undergraduate Exchange Program, managed by WICHE